

**IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH
KNOW-WANT-LEARN TECHNIQUE AT THE ELEVENTH GRADE OF
SMA NEGERI 1 SANDEN IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By:

Eko Yuniarti

08202241019

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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APPROVAL SHEET

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First Consultant,


Dr. Agus Widyantoro, M.Pd.

NIP. 19600308 198502 1 001

Second Consultant,


Sudiyono, M.A.

NIP. 19720220 200501 2 001

RATIFICATION
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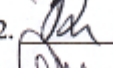
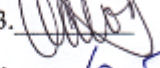
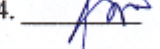
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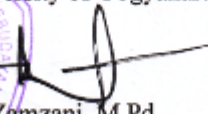
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Degree in English Language Education.

Board of Examiners

Ari Purnawan, M.Pd., M.A.	Chairperson
Sudiyono, M.A.	Secretary
Dr. Margana, M.Hum., M.A.	First Examiner
Dr. Agus Widyantoro, M.Pd.	Second Examiner

1. 
2. 
3. 
4. 

Yogyakarta, April 22, 2013
Faculty of Languages and Arts
State University of Yogyakarta


Prof. Dr. Zamzani, M.Pd
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

nama : Eko Yuniarti

NIM : 08202241019

program studi : Pendidikan Bahasa Inggris

fakultas : Bahasa dan Seni

judul skripsi : *Improving The Students' Reading Comprehension Through Know-Want-Learn (KWL) Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 20012/2013*

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Yogyakarta, April 2013

Penalis



Eko Yuniarti

MOTTOS

"START WITH YOURSELF, START EARLY, START SMALL, AND START NOW"
(JOHN MAXWELL)

"CHAMPIONS ARE KNOWN FOR WHAT THEY FINISH NOT FOR WHAT THEY START"
(DARMADI DARMAWANGSA)

"SOMETIMES THE CARDS WE ARE DEALT ARE NOT ALWAYS FAIR. HOWEVER YOU MUST KEEP SMILING & MOVING ON"
(TOM JACKSON)

"IF YOU CAN IMAGINE IT YOU CAN ACHIEVE IT. IF YOU CAN DREAM IT, YOU CAN BECOME IT"
(WILLIAM ARTHUR WARD)

DEDICATIONS

THIS THESIS IS DEDICATED TO:

My beloved mother and father

My sisters

My brother

My friends

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Finally, the writer realizes that this thesis is still far from being perfect. She realizes that many mistakes have been made even though they all have been corrected. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, April ,2013

TABLE OF CONTENT

TITLE	i
APPROVAL SHEET	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I. INTRODUCTION	1
A. Background of the Problems	1
B. Identification of the Problems	3
C. Limitation of the Problems	5
D. Formulation of the Problems	6
E. Objective of the Study	6
F. Significance of the Study	7
CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	8
A. Reading Comprehension.....	8
1. The Definition of Reading Comprehension	8
2. The Processes of Reading Comprehension	9
a. Bottom-up processing	9
b. Top-down processing.....	10
c. Interactive Processing.....	10
3. Factors Affecting Reading Comprehension.....	11
a. Background knowledge of the text.....	11
b. Affection.....	11
c. Purpose of reading.....	12
d. Vocabulary mastery.....	12
4. Reading Comprehension Strategies.....	12
a. Identifying the purpose of reading.....	13
b. Using efficient silent reading technique.....	13
c. Skimming and scanning the text.....	13
d. Guessing	14
e. Questioning.....	14
f. Making prediction and inferences.....	14
B. Teaching Reading Comprehension.....	15
1. Principles in teaching reading comprehension.....	15
2. Problems of teaching reading comprehension.....	17
3. Components in teaching and learning of reading.....	19
4. Strategies in the teaching of reading comprehension...	21
5. The teaching of reading in Senior High School.....	16

	24
C. The Concept of <i>Know-Want-Learn (KWL)</i>	24
1. The Definition of <i>Know-Want-Learn (KWL)</i>	26
2. The Characteristics of <i>Know-Want-Learn (KWL)</i>	16
3. The Use of <i>Know-Want-Learn (KWL)</i> Technique.....	31
4. The Advantages of Using <i>Know-Want-Learn (KWL)</i> ..	32
D. Conceptual Framework	
CHAPTER III. RESEARCH METHOD	25
A. Research Design	36
B. Setting of the Study	37
C. Subjects of the Study	37
D. Instruments of the Study	43
E. Data Collection Technique	45
F. The Validity and Reliability of the Data	48
G. Research Procedure.....	52
CHAPTER IV. THE RESEARCH FINDINGS AND DISCUSSION	52
A. Reconnaissance	52
1. Identification of the Field Problems	54
2. Determining the Actions to Solve Problems.....	
3. The Relationship between the Fields Problems	54
and the Actions.....	56
B. Report of Cycle 1.....	56
1. Planning	58
2. Actions and Observation in Cycle 1	67
3. Reflection	70
4. Revised Plan.....	70
C. Report of the Cycle 2.....	70
1. Planning	71
2. Actions and Observations in Cycle 2	79
3. Reflection	85
D. Quantitative Data	87
E. Research Finding.....	88
F. Discussion.....	90
CHAPTER V. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS..	90
A. Conclusions	91
B. Implications	92
C. Suggestions	93
REFERENCES	95
APPENDICES	

LIST OF TABLES

Table 1	:	Specification Aspects Observed in the Class	38
Table 2	:	Specification Aspects of Interview	40
Table 3	:	Specification Table of Pre-Test and Post Test Items.....	42
Table 4	:	The Field Problems	52
Table 5	:	Problems Related to the Teaching of Reading.....	53
Table 6	:	Actions Applied in the Study	54
Table 7	:	The Relationship between Field Problems and the Actions...	55
Table 8	:	The Results of the Improvements of the Students' Reading Comprehension	83
Table 9	:	Result of <i>t-test</i>	85

LIST OF FIGURES

Figure 1.	The Example of KWL Chart	27
Figure 2.	The Use of KWL Chart.....	28
Figure 3.	Conceptual Framework	34
Figure 4.	The Steps of Action Research	36

LIST OF APPENDICES

APPENDIX A: FIELD NOTES	95
APPENDIX B: INTERVIEW TRANSCRIPTS	109
APPENDIX C: OBSERVATION CHECKLIST.....	124
APPENDIX D: INTERVIEW GUIDELINE.....	136
APPENDIX E: READING COMPREHENSION TEST.....	138
APPENDIX F: STUDENTS' SCORE	146
APPENDIX G: SPSS ANALYSIS.....	147
APPENDIX H: COURSE GRID.....	149
APPENDIX I: LESSON PLAN.....	154
APPENDIX J: PHOTOGRAPH.....	189
APPENDIX K: LETTERS.....	190

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ABSTRACT

This study is aimed at finding out the impacts of the use of *Know-Want-Learn* technique in improving the reading comprehension among eleventh grade students of SMA N I Sanden in the academic year of 2012/2013.

The study was action research in two research cycles. In the study, the researcher collaborated with the English teachers and the students. The data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion. Quantitative data were obtained from pre-test and post test results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and post test. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. A *t*-test was used for the analysis of the quantitative data.

The results of the two cycles show that the use of *Know-Want-Learn* technique is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that (1) *Know-Want-Learn* technique can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) *Know-Want-Learn* technique can help the students to preview the text, assess what they have learned after reading, and attract their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently. The finding is also supported by the quantitative data. The mean of the students' reading comprehension scores improves from 70.5 in the pre-test to 82.5 in the post-test. According to the *t* statistic, the difference is significant at $p < 0.05$. From the results above, it can be concluded that the use of *Know-Want-Learn* technique can improve students' reading comprehension.

CHAPTER 1

INTRODUCTION

The objective of this study is to improve the students' reading comprehension at grade XI of SMA N 1 Sanden through *Know-Want-Learn* (KWL) technique. This chapter presents the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the study, and the significance of the study.

A. Background of the Problem

SMA Negeri 1 Sanden is one of the Senior High Schools in Bantul regency. The school is situated at Jalan Murtigading, Sanden, Bantul regency, Yogyakarta province. The school is one of the favourite schools in Bantul. It gets numerous achievements in many competitions such as sports, arts, and march. It also has complete facilities to support the teaching and learning process. The school has been given an A score for the school accreditation on March 2006 by Yogyakarta School Accreditation Board.

SMA N 1 Sanden uses the School-Based Curriculum (KTSP) for its teaching and learning processes. The use of the School-Based Curriculum (KTSP) in the secondary education is based on the Law No. 20, 2003 about National Education System. The School-Based Curriculum (KTSP) gives more autonomy for schools. It allows the teachers to develop their own syllabus which is based on the characteristics and needs of the learners.

Based on the School-Based Curriculum, the English teaching and learning processes in Senior High School have three objectives. First, the teaching and learning processes are aimed at making the students master English in an informative level. In this level, the students are prepared to continue their study to the higher level. Second, the teaching and learning processes are aimed at building students' awareness of the importance of English in the global community. In this objective, the teaching and learning process is directed to help students in mastering English as an international language. Third, the teaching and learning processes are aimed at improving students' understanding of the relationship between language and culture. This means that students are expected to learn not only the language but also the culture of the English speaking countries.

This study is focused on the second objective of English teaching and learning processes which are aimed at building students' awareness of the importance of English in the global community. In this objective, the teaching and learning processes are aimed specifically at making the students master the four skills namely listening, speaking, reading, and writing.

From the preliminary observation and some interviews with the English teacher and some students at grade XI of SMA N 1 Sanden, the researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting

meanings of difficult words so that they had to use their dictionaries when they found words they did not know the meaning. When the teacher asked the students to answer some questions based on the text orally, most of the students could not give the correct answers. The condition indicated that the students have low proficiency in understanding a text.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning processes especially in the teaching of reading comprehension. In order to solve the problem, the researcher is motivated to conduct action research. It involves the English teacher in the school to find out the best solution of the problem in the teaching of reading comprehension at eleventh grade students of SMA N 1 Sanden.

B. Identification of the Problems

From the classroom observation and the interview with the English teacher in SMA N 1 Sanden, the researcher finds some problems related to the students' low proficiency level in reading comprehension. The problems are related to the students, the learning materials, and the teaching technique.

The first problem is related to the students. From the classroom observation in the eleventh grade, the researcher finds some problems related to the students. First, the students have low vocabulary mastery. When they are given a text to read, they do not know the meanings of most words in the text. They have to use their dictionaries to find the meaning of the words. They tend to translate every single word in the text. Second, the students are

not aware of the use of learning strategies. They do not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. The use of those learning strategies contributes to the success of the learning processes. Third, the students are not interested in reading a text. They find that reading an English text is boring and stressful. This condition made the students find difficulties in understanding the text.

The second problem is related to the teacher. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. The teacher does not give a chance to the students to share knowledge. Besides, the teacher never models how to use efficient reading comprehension strategies. The teacher just lets the students read the text and then do the task by themselves. Sometimes, the teacher just asks the students to submit the work without giving feedback to the students so that the students do not really know how to comprehend the text.

The third problem is related to the media used in the teaching of reading. There are no media used in the classroom. The students are only given a long text to read. The teacher said that it is difficult for her to find some related pictures for the students, whereas the use of pictures can stimulate the students to recall their prior knowledge related to the topic of the text.

The fourth problem is related to the teaching technique in the teaching of reading comprehension. The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It can be seen from the monotonous activities which consists of reading aloud, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text.

C. Limitation of the Problem

The researcher and the collaborators of this research agreed that the instructional reading technique, called *Know-Want-Learn* (KWL) technique, has great contributions to improve the students' reading comprehension. Therefore, the problem of this study is limited to improve the students' reading comprehension through *Know-Want-Learn* (KWL) technique at the eleventh grade of SMA Negeri 1 Sanden which will be determined in the field collaboratively.

Know-Want-Learn (KWL) technique is proposed as the treatment to improve the students' reading comprehension since it has well-organized steps to scaffold the students in understanding text. The technique helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Besides, *Know-Want-Learn* (KWL) technique can also be easily implemented in the classroom. The students only need to complete graphic organizer namely KWL chart to record their thinking process.

Based on the observation and interviews, this action research would only be implemented in class XI IPS 3 since the students of XI IPS 3 had low proficiency in reading comprehension. It is expected that *Know-Want-Learn* (KWL) technique can scaffold the students in understanding the text so that the students can improve their reading comprehension.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the research question is formulated. The research question is stated as “How does the use of *Know-Want-Learn* (KWL) technique improve the students’ reading comprehension at grade XI of SMA Negeri 1 Sanden?”

E. Objective of the Study

This study is aimed at improving the students’ reading comprehension at grade XI of SMA Negeri 1 Sanden through *Know-Want-Learn* (KWL) technique. During the study, the use of *Know-Want-Learn* (KWL) technique helps the students to activate their prior knowledge, monitor their comprehension, and record what they have learned from the text. At the end of the study, the students are able to improve their reading comprehension by the use of *Know-Want-Learn* (KWL) technique.

F. Significance of the Study

The researcher hopes that the findings of this study can give benefits for some parties. The first is for the English teachers especially in SMA N 1 Sanden. The researcher hopes that the findings will give new information about the learning technique which can be used to improve the students’

reading comprehension. The second is for the eleventh grade students in SMA N 1 Sanden. The researcher expects that the use *Know-Want-Learn* (KWL) technique will improve the students' reading comprehension. The third is for the researcher herself. This study will be used as an experience on how to conduct an action research study particularly in improving reading comprehension. Besides, this study becomes an experience in developing the her knowledge and skills in problem solving process. The last is for other researchers. The result of the study will be a reference to conduct a similar study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered. The discussion will be presented in four headings. They are related to reading comprehension, the teaching of reading comprehension, the concept of *Know-Want-Learn* (KWL), and conceptual framework.

A. Reading Comprehension

In this subchapter, the researcher presents some theories related to reading comprehension. There are four main points to be discussed in this subchapter. They are the definition of reading comprehension, the process of reading comprehension, factors affecting reading comprehension, and the strategies in reading comprehension.

1. The Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of

the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

2. The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

a. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed

into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says (Nuttal cited in Brown, 2001: 299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and

bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

3. Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Below four factors affecting reading comprehension are presented.

a. Background knowledge of the text

Students' background knowledge of the text is one of the factors affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Here, the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning (Alderson, 2000: 32, Brown, 2001:299).

b. Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers (Alderson, 2000: 32).

c. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want to

find out. A reader can have problems in understanding a text if he reads with no particular purpose in mind (Alderson, 2000: 32, Brown, 2001:306).

d. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily (Klinger, Vaughn, and Boardman 2007:47).

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader's background knowledge of the text, the reader's motivation and interest in reading, the reader's purpose of reading, and the reader's vocabulary mastery. All of those factors relate to each other in influencing the reader's reading comprehension ability.

4. Reading Comprehension Strategies

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit the demands of the learning situation. The strategies used by the students must be different from one another. There are some strategies in reading comprehension.

a. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information (Brown, 2001: 306).

b. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers (Brown, 2001: 306).

c. Skimming and scanning the text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details (Brown, 2001: 306).

d. Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a

grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings (Brown, 2001: 306).

e. Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

f. Making predictions and inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inferencing, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The reader starts reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

B. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do

activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/ or he manages the class.

Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, et.al., 2003: 14).

1. Principles in teaching reading comprehension

In the teaching of reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principles in teaching reading. They are described as follows:

- a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not a passive skill. It includes the understanding of word

meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- b. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- c. The teacher needs to encourage the students in responding to the content of a reading text, not just to the language being used in the text.

Understanding a language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to respond to the meaning of the text and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- d. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- e. The teacher has to match the tasks to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic

being discussed. Tasks can be made by questions and puzzle. In this case, the teacher has to consider choosing or creating the right tasks for the students.

f. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

2. Problems of teaching reading comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are complicated (National Research Council, 2003: 63). It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in

reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate technique and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain technique in the teaching of reading comprehension.

3. Components in teaching and learning of reading

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. The components include the teacher, the students, the materials, and the techniques.

a. The teacher

The teacher becomes the most important component in teaching reading as her/ or his attitude can influence the students' performance. She /or he takes role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos, 2005: 80). The teacher explains and models the strategies that will be used in reading. Besides, she / or he also has to encourage the students to participate in the teaching and learning process and helps them when they have difficulty in reading (Dorn and Soffos, 2005: 31).

b. The students

In teaching reading, the students take the role as the readers. They read many kinds of texts based on the aim of learning in senior high schools such as recounts, descriptive, narratives, expositions, procedures, news items, reports, explanations, and discussion (Permendiknas no.23, 2006: 12). The aims of their reading are to achieve comprehension so that the students can get new information and knowledge from a text they read. To achieve a good comprehension in reading the students must have adequate prior knowledge for understanding the content and sufficient time to process the information, reread the passage, clarify the information, analyze the content, and have opportunities to discuss a text with other students (Dorn and Soffos, 2005: 17).

c. The materials

The materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the need of the learners

(Harmer, 1998: 68). If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant.

It is also considered that the materials depend on who the students are (Harmer, 1998: 69). As this study is conducted in a senior high school, the students are categorized as teenagers whose interest is different. That is why materials are chosen by considering the interest and the need of the students based on the curriculum.

d. Media

Media is one of the components in the teaching and learning process. It can be used by the teacher to facilitate learning. In the teaching and learning process of reading, media such as textbooks, multimedia, advertisements, and the internet become the sources where various texts are presented (Snow and Chair, 2002: 25). The teacher can choose one or two of the media based on the need and the text that will be taught by her or him.

e. The techniques

A technique is one of the important components in teaching reading. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in the way they understand texts.

4. Strategies in the teaching of reading comprehension

The use of comprehension strategies in the teaching of reading is very important. It will influence the students reading comprehension. The are

seven strategies proposed by Zimmermann and Hutchins cited in Moreillon (2007:11). Some of them are as follows:

a. Activating or building background knowledge

Activating background knowledge is very important. The reader's background knowledge plays an important role in the reader's abilities to comprehend the text. In the process of comprehending, the reader relates the new information presented by the author to old information stored in the reader's mind (Cooper, 2000: 12). When the reader can connect what he or she is reading with something already known or understood, background knowledge is being utilized to make sense of the new information. The teacher has to help the students to explore what they have known about the text.

b. Using sensory image

Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

c. Questioning

This strategy allows the students to have practice to make questions and answer by them. The questions that should be made are those which can

arouse their awareness of what they read. These will represent whether they have understood the text or not.

d. Making predictions and inferences

The teacher should emphasize that prediction is a major factor in reading. Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. Before the students reading, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily. In inferencing, the reader has to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

e. Using fix-up option

Fix up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for the students in reading a text. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

5. The Teaching of Reading in Senior High School

The teaching of reading has an important objective. Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), reading in Senior High School in Indonesia is aimed at making students comprehend

interpersonal, ideational, and textual meanings in various written text. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, and discussion.

In reading a text, the students are expected to be able to gain information and knowledge from the text being read. It means that students have to understand the meanings of the texts. The students' understanding of the text includes the ability to find general idea, main idea, implied information, detailed information, and specific information in the text types.

Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), Standard of competence of reading for Senior High School students grade XI states that the students should be able to understand the meaning of written short functional texts and essays in the form of report, narrative, analytical and hortatory exposition, news item, anecdote, explanation, and discussion related to the surrounding to get knowledge. Meanwhile, the basic competency states that the students should be able to respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in essays related to surrounding and to respond the meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of report, narrative, analytical and hortatory exposition, news item, anecdote, explanation, and discussion.

C. The Concept of Know-Want-Learn (KWL)

This subchapter discusses some relevant theories which are related to *Know-Want-Learn* (KWL) technique. In this section, the discussion of the concept of *Know-Want-Learn* (KWL) technique is mainly related to four aspects. They are the definition of *Know-Want-Learn* (KWL), the characteristics of *Know-Want-Learn* (KWL) technique, the implementation of *Know-Want-Learn* (KWL) technique, and the advantages of using *Know-Want-Learn* (KWL) technique.

1. The Definition of Know Want Learn (KWL)

Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Peregoy & Boyle, 2001: 70, Ros & Vaughn, 2002: 179). In this definition, four important concepts of *Know-Want-Learn* (KWL) technique are used. Firstly, *Know-Want-Learn* (KWL) is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, *Know-Want-Learn* (KWL) technique is designed to activate students' background knowledge. By using *Know-Want-Learn* (KWL) technique, the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, *Know-Want-Learn* (KWL) technique can assist students in setting purposes for reading. By the use of *Know-Want-Learn* technique, the teacher can encourage

the students to determine why they are reading a specific text. Fourthly, *Know-Want-Learn* technique helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text.

Know-Want-Learn (KWL) consists of three basic stages (Ros & Vaughn, 2002: 179). They are K stage, W stage, and L stage. In the K stage: *What I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *What I want to know*, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: *What I learn*.

From the definition, *Know-Want-Learn* (KWL) technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

2. The Characteristics of Know-Want-Learn Technique

Know-Want-Learn (KWL) has characteristics that are different from other instructional reading techniques. Below, four characteristics of *Know-Want-Learn* (KWL) are presented.

a. Using charts

In the implementation of *Know-Want-Learn* (KWL) technique, the use of chart is important. The chart used in this technique is known as KWL chart. KWL chart consists of three columns. They are *What I Know* (K) column, *What I want to Know* (W) column, and *What I learn* (L) column. The chart

presents a before-during-after strategy that must be completed by the students during the thinking-reading process. The first two sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process (Ogle cited in Ros & Vaughn, 2002: 179). Below is the example of KWL chart.

KWL Chart
Topic _____

K	W	L
What I Think I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

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Figure I: The example of KWL chart.

b. Involving three basic stages

Know-Want-Learn (KWL) consists of three basic stages (Ros & Vaughn, 2002: 179). They are K stage, W stage, and L stage. In the K stage: *What I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *What I want to know*, students determine what they want to know by making questions related to the topic, and finally recall what they learn in the L stage: *What I learn*. Below is the illustration of the use of KWL chart.

KWL CHART

TITLE: REPTILES

K	W	L
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
<ul style="list-style-type: none"> • They come in all shapes and sizes • They are cold blooded creatures • They live in both land and water • The largest reptile is a crocodile and the smallest is a lizard • Some reptiles don't have legs like snakes • They have scales on their bodies 	<ul style="list-style-type: none"> • How they evolved • Their life cycle • What they eat • What animals come under the category "reptiles" 	<ul style="list-style-type: none"> • Reptiles are the oldest type of animal in the planet • Reptiles are found in every continent except Antarctica. • Reptiles have existed for more than 300 million years. • There are more than 8000 reptile species in the world. • Reptiles are lizards, snakes, turtles, tortoises, alligators and crocodiles as well as the lesser-known groups of tuataras and amphisbaenians. • Reptiles are mainly carnivores but some reptiles eat plants • The dinosaur is also a reptile • Reptiles normally live from 7 to 100 years. A turtle can live over 100 years

Figure II: The use of KWL chart

The figure above shows how the use of KWL chart imitates the process of comprehending the text. The process in K stage represents the process in which the reader uses their prior knowledge before reading. The

process in W stage represents the process in which the reader states questions in which they are more interested. The process in L stage represents the process in which the reader checks whether the information he/she gets from the text is suitable with the information stored in their mind. The three stages in KWL are exactly the same as how reader processes to comprehend the text. Each column in the chart shows the process of comprehending the text (Ros & Vaughn, 2002: 179).

c. Combining the use of strategies

Know Want Learn (KWL) technique involves a variety of strategies to help students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, setting purpose of reading, and monitoring and assessing comprehension (Ros & Vaughn, 2002: 178).

d. Using interactive processing

The use of *Know-Want-Learn* (KWL) technique can assist the teacher in teaching reading using an interactive model of reading (Ros & Vaughn, 2002: 180). An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process (Brown, 2001:299). An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of *Know-Want-Learn* (KWL) technique, activating the students' prior knowledge is the most important stage.

3. The Use of *Know-Want-Learn* (KWL) Technique

The *Know-Want-Learn* (KWL) technique consists of three basic steps representative of the cognitive or metacognitive steps employed by the students as they utilize the strategy; accessing *What I Know*, determining *What I Want to Know*, and recalling *What I Learn* (Ros & Vaughn, 2002: 178). To assist the students in using the strategies when reading, there is a simple worksheet for the students to complete during the thinking- reading process namely KWL chart.

During the *Know* step, the teacher and the students involve in a discussion designed to assist students in thinking about what they already know about the topic of the text. For this step, the teacher starts by using a brainstorming procedure. As in the Pre Reading Plan, students are encouraged to discuss where or how they learned the information so as to provide information concerning the source of their ideas. After brainstorming, the teacher and the students discuss the general categories of information likely to be encountered when they read and how their brainstormed ideas could help them determine the categories. For example, the teacher might say “I see three different pieces of information about how is turtle looked. Description of its looks is certainly one category of information I would expect to include” (Ogle, 1986: 566).

During the *Want to Learn* step, the teacher and the students discuss what they want to learn from the text. Before starting to read, the students write

down the specific questions in which they are most interested in the second column. This step helps the students to set a purpose of reading.

During the *What I learn* step, the students write what they learn from reading. They should check their questions that they generated in *Want to Learn* step. In this step, the students have to confirm or reject their own questions in *What I Want to Know*. Besides, they have to generate their ideas based on the information they find. In this step the students can monitor their own comprehension.

4. The Advantages of Using *Know-Want-Learn* (KWL) Technique

Know-Want-Learn (KWL) has some advantages that can help the students understand the text. Below, three advantages of *Know-Want-Learn* (KWL) are presented.

a. Helping the students to check prior knowledge

The use of *Know-Want-Learn technique* in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. learners who start making connection about what they already know can create meaning of the text more easily (Cardenas, 2009: 38).

b. Building the students' interest in reading

The second benefit of the use of *Know-Want-Learn technique* is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text (Cardenas, 2009: 38).

c. Providing a chance for the students to assess what they have learned

The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely *What I Learned* column, the students record the information they get from the text. Here, the students can assess their own thinking process (Ros & Vaughn, 2002: 179).

D. Conceptual Framework

This study begins with the problem occurring in English teaching learning processes. The problem is related to the students' low proficiency level in reading comprehension. Reviews of related theories have been presented as references for dealing with the problem. Here, the researcher presents the conceptual framework.

The School-Based Curriculum is the current curriculum used in Indonesian education system. Based on the School-Based curriculum, the

teaching of English in Senior High School in Indonesia is aimed at making the students master the four language skills namely listening, speaking, reading, and writing. Being one of the four language skills, reading has an important objective. In the teaching and learning of reading, the students are expected to be able to gain information and knowledge from the text being read. It means that students have to understand the meanings of the texts. The students are competent if they can find general idea, main idea, implied information, detail information, and specific information in the text types. However, gaining information and knowledge from the text being read is not a simple matter even for Senior High School students. There are some aspects that make them have difficult to understand the text such as the students' lack of vocabulary mastery, the use of reading comprehension strategies, the students' lack of interest and the teacher's technique used in the teaching of reading.

Based on the problem above, the researcher will use *Know-Want-Learn* (KWL) as a technique in the effort to improve students' reading comprehension. *Know-Want-Learn* (KWL) is an instructional reading technique that is based on moving from one stage to another to activate students' background knowledge, assist students in setting purpose for reading, and help students to monitor reading comprehension by using KWL chart. The use of *Know-Want-Learn* (KWL) technique can help students to develop tactical ways to understand the text by the use of various strategies such as activating prior knowledge, setting a purpose of reading, questioning,

making prediction, monitoring comprehension, using skimming & scanning, and analysing vocabulary.

Efforts to improve the students' reading comprehension can be made through action research. The research participants including the principal, the English teacher, and the researcher need to work collaboratively to reach the success of the research. Here, the researcher has to complete some steps. The first step is identifying the problems in the English teaching and learning processes at grade XI of SMA 1 Sanden, the second step is planning the feasible actions to be carried out, the third step is implementing the planed actions, and the fourth is evaluating the result of the implemented actions. The research activities will be stopped when the students' reading comprehension can be improved. The conceptual framework of the study is summarized in a visual illustration below.

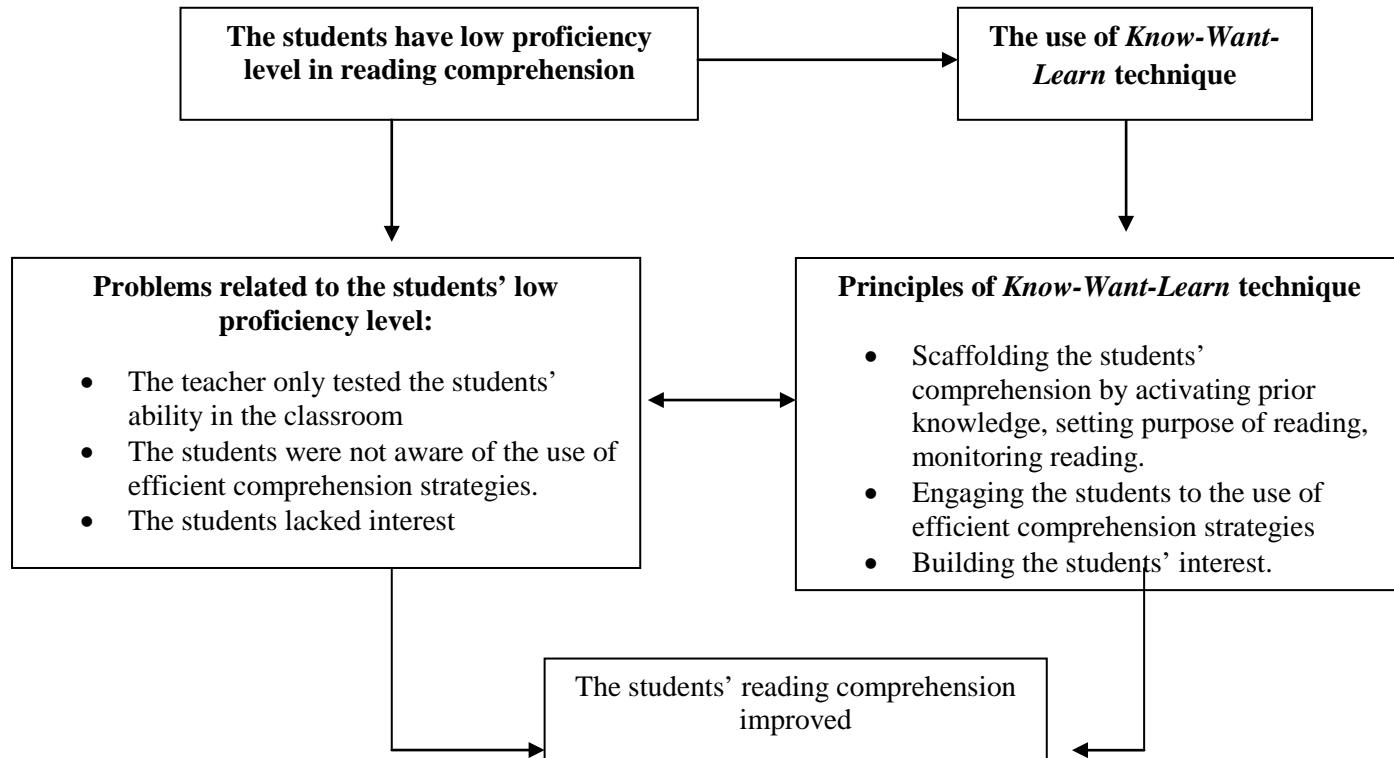


Figure III. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method. This is presented in six headings. They are the research design, setting of the study, subjects of the study, research instruments, data collection techniques, and research procedure.

A. Research Design

This study was categorized into action research. The aim of this study was to show the process of improvement of the students' reading comprehension. In this study, the researcher collaborated with all of the other research team members. The steps done by the researcher and collaborators were identifying the problem occurring in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the actions implemented in the study (Kemmis & Mc. Taggart in Burns, 2010: 7-8). In this scheme, the researcher and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions. It formed the action research Cycles as can be seen in the illustration below.

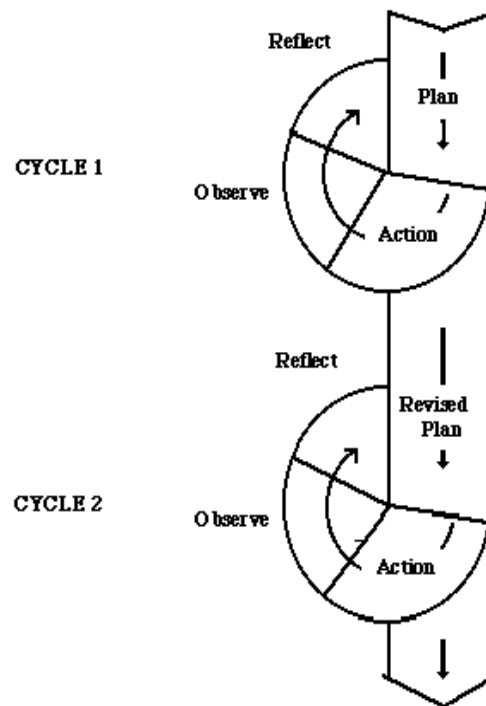


Figure I: The steps of action research (Kemmis & Mc. Taggart in Burns, 2010: 9)

B. Setting of the Study

The study was conducted in SMA Negeri 1 Sanden. The school was situated at Jalan Murtigading, Sanden, Bantul regency. The school was chosen as the setting of the study for three reasons. The school is one of the favourite schools in Bantul. It gets numerous achievements in many competitions such as sports, arts, and march. It also has complete facilities to support the teaching and learning process. The school has been given an A score for the school accreditation on March 2006 by Yogyakarta School Accreditation Board.

C. Subjects of the Study

The subjects of the study were the researcher herself, the two English teachers, and the students of XI IPS 3 class of SMA Negeri 1 Sanden. The XI IPS 3 class consisted of 32 students. The students were sixteen up to seventeen years old. Most of them came from middle class economic background. The researcher chose XI IPS 3 class because according to the teacher, the students of XI IPS 3 had the lowest achievements in English subject.

D. Instruments of the Study

The instruments for collecting data in this study were a test instrument and non-test instruments. The test instrument included the test items and the non-test instruments included an observation guide and an interview guide. The data of the test instrument were in the form of numerical data. Meanwhile, the data of the non-test instruments were in the forms of field notes and interview transcripts of the teaching and learning processes.

1. Observation Guide

The observation guide was used to determine the aspects to be observed in the reading class when the action plan was conducted. The observation guide was in the form of checklists. It contained some aspects with some indicators of each aspect. The data about the aspects observed during the action then were recorded everytime through some descriptions in the form of field notes.

In this study, four variables were observed. They were related to the students' behaviour, teacher's role in the teaching of reading, the learning materials and the teaching technique. Every aspect involved several indicators to be observed in the English class. The four aspects can be seen in the specification table 1.

Table 1. Specification Aspects Observed in the Class

No.	Aspects	Indicators	References
1.	Students' behaviour	a. Students' activities before reading a text <ul style="list-style-type: none"> • Paying attention to the title or picture • Making prediction about the passage • Asking some questions about the topic b. Students' activities when finding difficult words <ul style="list-style-type: none"> • Using the dictionary • Looking for the clues and trying to figure it out c. Students' activities after reading a text <ul style="list-style-type: none"> • Writing down the information found from the text. • Comparing the information from the text with the information already known before 	(Klinger, Vaughn, and Boardman, 2007)
2.	Teacher's role in the teaching of reading comprehension	a. Modeling, giving guided instruction, and giving feedback. <ul style="list-style-type: none"> • Introducing the use of strategies • Guiding the students in practice • Giving correction in the end of the session b. Monitoring students' progress and making adjustments accordingly <ul style="list-style-type: none"> • Checking the students' 	(Klinger, Vaughn, and Boardman, 2007)
2.	Learning	<ul style="list-style-type: none"> • understanding • Helping the students when they 	(Klinger, Vaughn,&

	materials used in reading	find difficulties	Boardman, 2007)
		a. Using interesting materials	
		• Using stimulus words to focus attention on the topic of the text	
		• Using stimulus picture of events to focus attention on the topic of the text	
4	The teaching technique	a. The use of <i>Know-Want-Learn</i> technique	(Ros & Vaughn, 2002)
		• Activating prior knowledge	
		• Making the students interest	
		• Improving the students understanding of the text	

2. Interview Guide

The interview guide was used as the guidelines for the researcher in giving questions to the students and the teacher. In this study, the researcher involved five aspects. They were the students' attitude, the condition during the teaching of reading, the use of learning strategies, the use of learning materials, and the implementation of *Know-Want-Learn* (KWL) technique. There were some indicators of each aspect. The aspects and the indicators could be seen in the Table 2. The results of the interview were recorded in the form of interview transcript.

Table 2. Specification aspects asked in the interview (Interview guides)

No	Variables	Indicators	Number	Total
1.	Students' behaviour	a. Students' activities before reading a text	1,2,3,4,5, 20,21,22, 23	9
		b. Students' activities while reading a text		1
		c. Students' activities when they come to a word they do not understand	6 7,24	2
		d. Students' activities when		1

	they come to a part of the text that is confusing	8	
	e. Students' activities after reading a text	9,10,25	3
2. Teacher's role	a. Teacher's role in presenting materials	11,12,26, 27	4
	b. Teacher's role in giving feedback.	13, 28	3
	c. Teacher's role in monitoring the students' progress	14,15,29, 30	4
3. The use of learning materials	a. The use of appropriate materials to the students' proficiency levels.	16,31	2
	b. The students interest to the materials	17,32	2
4. The implementation of <i>Know-Want-Learn (KWL) technique</i>	a. The effectiveness of <i>Know-Want-Learn (KWL) technique</i> to help the students to understand the text	18,33	2
	b. The effectiveness of <i>Know-Want-Learn (KWL) technique</i> to scaffold students' reading comprehension	34	1
	c. The students' responses to the technique	19,35	2

In this study, the researcher also used a test instrument for collecting data. The test instrument was in the form of a reading comprehension test. The data of the test instrument were in the form of numerical data.

3. Reading Comprehension test

The reading comprehension test was used for a pre-test and a post test. It was a multiple choice test consisting of 50 items. The test materials were adapted from some textbooks. In developing the comprehension questions, the researcher based on the reading comprehension taxonomy. There were

six levels of reading comprehension taxonomy namely knowing, comprehending, applying, analyzing, synthesizing, and evaluating (Motta, in Suharto, 2006: 175).

a. Validity

To get the validity of the test, the researcher used content validity. The researcher used the existing concept in the current curriculum (Suharto, 2006: 3). Here, the researcher developed the test based on the basic competences and the indicators of the basic competences which were taken from the current curriculum, the School-Based Curriculum. Table 3.

The Specification Table of Pre-Test and Post Test Items

Basic Competences	Reading comprehension levels	Aspects	Number of items	Total
Respond to meaning and rethoric steps of essay which uses a written language variety in accurate, fluent, and acceptable manners in daily life context in the form of report and narrative texts	Knowing	• Knowing the denotative meaning	2	14
		• Knowing the synonym	2	
		• Knowing the antonym	2	
		• Recalling specific information	8	
	Comprehending	• Explicit understanding of the message	4	6
		• Restating	2	
	Applying	• Forming generalizations	2	10
		• Making inferences	8	

Analyzing	<ul style="list-style-type: none"> Identifying main ideas Identifying sequences Discovering relationships 	8	12
Synthesizing	<ul style="list-style-type: none"> Creating new ideas 	2	2
Evaluating	<ul style="list-style-type: none"> Judging information valid or invalid Understanding the social function of the text 	4	6
Total			50

b. Reliability

To get the reliability of the pre-test and post test items, the researcher tried the test out to the students from the other school in which the students have relatively the same abilities. Then after getting the students' score in the test, the researcher used the help of the ITEMAN program where the Cronbach's Alpha statistic was used to find the reliability of the test.

E. Data Collection Technique

The data about the improvement of the students' reading comprehension were obtained by doing observation in the English class, conducting interviews after the class meeting, and administering the reading comprehension test. These data collection techniques are described below.

a. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. For example, at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions and how the students responded to the teacher's questions. Then she explained the material. The observation was done by the researcher and the English teacher as the collaborator. The observation results were recorded in the form of field notes.

b. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the XI students about the use of *Know-Want-Learn* technique in reading class. The researcher asked the teacher some questions related to class activities, class condition, students' behaviour, and the students' proficiency level in reading. For example, the researcher asked the teacher to tell her how she explained the material to the students. The researcher also interviewed some students by asking them questions about class activities. For example, the researcher asked the students about their difficulties in understanding the text. The information was recorded into interview transcripts.

c. Reading Comprehension Test

The reading comprehension test was administered before and after the researcher conducted the actions. The reading comprehension test was used to measure the students' reading comprehension. The test was in the form of a multiple choice test consisting of 50 items. The data of the reading comprehension test were collected in the form of numerical data.

F. The Validity and Reliability of the Data

a. The Validity of the Data

Validity is an essential aspect for evaluating the quality and acceptability of the research (Burns, 1999:160). The five validity criteria proposed by Burns (1999:161) were employed to validate the data. They were democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

For democratic validity, in this study, the researcher interviewed the English teacher and the XI IPS 3 students of SMA Negeri 1 Sanden (Burns in Sanjaya, 2010: 41-42). In the interview, the English teacher and the students expressed their views, and opinions toward the actions done.

For outcome validity, the researcher emphasized the study on the betterment of the learning process to reach the maximal result (Burns in Sanjaya, 2010: 42). In this case, the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses (Burns in Sanjaya, 2006: 42) In this activity, the researcher observed the students' attitudes, class condition, the teaching technique used by the English teacher. during the teaching and learning processes and described the collected data in the field note form.

For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves (Burns, in Sanjaya, 2006: 43). For this purpose, the researcher observed the implementation of the actions, made the reflection of the actions done in the XI IPS 3 class, and asked the questions to the English teacher and the XI IPS 3 students to know the changes they made after the researcher applied the actions during the study.

For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of the study by giving criticism and suggestions (Burns in Sanjaya, 2010: 43). For this purpose, the researcher conducted reflective dialogues with the English teacher for criticism or suggestions to the actions done in the class.

b. The Reliability of the Data

To obtain the trustworthiness, the researcher used the triangulation technique. Burns (1999:164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. Nevertheless, only time triangulation and

investigator triangulation were used to validate the data in this research. They were as follows.

1. Time Triangulation

The data were collected in a period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from August 28th 2012 until October 29th 2012.

The data collected were compared to formulate research questions and the treatment used to improve students' reading comprehension. Then, the changes related to the improvement of students' reading comprehension through *Know-Want-Learn* technique were monitored in every Cycle.

2. Investigator Triangulation

Investigator triangulation involved more than one observer used in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The data were related to the teaching and learning processes especially the implementation of *Know-Want-Learn* technique to improve students' reading comprehension.

In this case, the researcher and the collaborators collected the same data about teaching and learning processes related to my way in presenting materials, students' attitudes in the class, and class atmosphere. The results were recorded into field notes. Then the researcher and the collaborators crosschecked the data to see the fitness of the data.

F. Research Procedure

To carry out the study, the researcher used the action research procedure suggested by Burns (1999: 161-162). The procedure consisted of the following four steps.

1. Reconnaissance

In this step, the researcher observed the place where she carried out the study. The researcher interviewed the English teacher and the XI IPS 3 students and carried out classroom observation of the English teaching and learning process. Based on the results of the observation, the researcher identified the problems that occurred. The researcher focused on analyzing the problems related to the students' low proficiency in reading comprehension. The results of the observation were used as the basis for developing the research actions.

2. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be done in the English teaching-learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension by using *Know-Want-Learn* technique. The actions planned to be carried out were presented below.

The first was writing the test items that were tested in the pretest and post test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination try out,

and some course books. In addition, the researcher tried to formulate the test items based on the syllabus of English for the eleventh grade of the senior high school in the first semester.

The second was determining the topic of the text to be taught. Here, the researcher would present the topic of animal for the report text. Meanwhile, for the narrative text, the researcher would present the topic of folklore. Besides, the researcher also prepared the media used in the teaching and learning process such as pictures and powerpoint presentation.

The last was determining the class activities. In this action, the researcher planned some interesting activities that could encourage the students to use their abilities in comprehending the reading text. In planning the actions, the researcher worked together with the English teacher of grade XI of SMA Negeri 1 Sanden.

3. Actions and Observation

In this step, the researcher did the actions that had been planned in the previous step (Kemmis & McTaggart (1988) in Burns (2010:8)). The actions were done in six meetings or two research Cycles (three meetings for each Cycle). First, the researcher conducted Cycle one. In this Cycle, the researcher presented the topic of animals in the first meeting, countries of origin in the second meeting, and cultural events in the third meeting. In the first meeting, the researcher presented what *Know-Want-Learn* is. The researcher showed KWL chart to the students and presented how to use the

chart to help them understand the text. In the next meeting, the researcher asked the students to work in groups of four, in pairs, or sometimes individually to use KWL chart in order to understand the text they read. In the end of the Cycle, the researcher evaluated the actions by interviewing the students and the teacher about the class activities. From the reflection of Cycle one, the researcher found some weaknesses. Then the researcher conducted Cycle two. In this Cycle, the researcher used power point presentation to present the materials. Then the students were asked to do the task using KWL chart. In the end of the second Cycle, the researcher also evaluated the actions by interviewing the students and the teacher about the class activities. The researcher asked whether the actions done could improve the students' reading comprehension or not.

While the researcher did the actions, the research collaborator took notes in the backside of the class to observe the students' behaviours during the activities. The research collaborator used a checklist to observe and evaluate the events in the classrooms. It was done to find problems during the class and see how effective the actions were.

4. Reflection

In this step, the researcher evaluated the actions that were conducted. She evaluated the actions by observing the teaching and learning process conducted in the class and interviewing the students and the teacher about the class activities (Kemmis & McTaggart (1988) in Burns (2010:8)). The reflection was useful to show the effectiveness of the actions conducted in

the teaching and learning processes. At the end of the actions, the researcher consulted the results of the actions conducted and the problems occurring during the actions that seemed ineffective to the collaborator. It was to find out whether the actions were successful or not. The successful actions would reapply in the next Cycle but the unsuccessful actions would be changed or improved into the suitable one.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the following sections: reconnaissance, reports of Cycle I, and reports of Cycle II. Reconnaissance reviews the identification of the field problems and the actions to solve the problems. The next section presents the planning, actions and observations, and also reflections of Cycle I. The last section reports the planning, actions and observations, and also reflections of Cycle II.

A. Reconnaissance

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching and learning process in the XI IPS 3 class, conducted the interviews with the XI IPS 3 students, and did observation of the English teaching and learning process. The results are presented as below.

1. Identification of the Field Problems

Based on the discussion and observation, the researcher identified 16 problems related to the English teaching and learning process in the XI IPS 2 class. The problems are shown in Table 4 below.

Table 4. The Field Problems Concerning the Teaching Learning Process of English in the XI IPS 2 Class of SMA Negeri 1 Sanden

No	Problems	Code
1.	The students found that English is difficult subject.	S
2.	The students easily got bored during English class activities.	S
3.	The students made noise in the classroom.	S
4.	The students' vocabulary mastery was low.	S
5.	The students tended to translate the text.	S

Continued

Continued

No.	Problems	Code
6.	The students had difficulties in finding spesific and general information from the text	S
7.	The students were not interested to read a long text.	S
8.	The students were not aware of the use of efficient reading strategies.	S
9.	The students only had little chance to express ideas about the topic.	S
10.	The teacher dominated the whole session of the lesson and only give little chance for the students in expressing ideas.	T
11.	The teacher never gave the students feedback.	T
12.	The teacher never modeled how to use efficient reading comprehension strategies.	T
13.	The teacher only focused on testing students' ability to translate the text and answer the questions based on the text.	TT
14.	There were limited media used in reading teaching.	LM

NB: S: Student T: Teacher TT: Teaching Technique LM: Learning Material

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, the students, and the teaching technique. Since the researcher focused only on the students' reading comprehension, she selected the problems that were related to the problems occurring in the teaching of reading.

Table 5. The Problems Related to the Teaching of Reading

No.	Problems	Code
1.	The students' vocabulary mastery was low.	S
2.	The students tended to translate the text.	S
3.	The students had difficulties in finding spesific and general information from the text	S
4.	The students were not interested to read a long text.	S
5.	The students were not aware of the use of efficient reading strategies.	S
6.	The students only had little chance to express ideas about the topic.	S
7.	The teacher dominated the whole session of the lesson.	T
8.	The teacher never gave the students feedback.	T
9.	The teacher never modeled how to use efficient reading comprehension strategies.	T
10.	The teacher only focused on testing students' ability to translate the text and answer the questions based on the text.	TT
11.	There were limited media used in the teaching and learning of reading.	LM

NB: S: Student T: Teacher TT: Teaching Technique LM: Learning Media

2. Determining the Actions to Solve Problems

After having discussions with the English teacher, the researcher determined some actions expected to offer some solution to the problems. There were six actions planned in this study. They were using interactive text-preview through the use of KWL chart, using pictures to help students activate prior knowledge, preteaching key vocabulary, using skimming and scanning strategies, asking the students to guess the meaning and use fix-up strategies, and checking the students' chart.

Table 8. The Actions Applied in the Study

No.	Actions
1.	Using interactive text-preview through the use of KWL chart
2.	Using pictures to help students activate prior knowledge
3.	Preteaching key vocabulary
4.	Using skimming and scanning strategies
5.	Using fix-up strategies
6.	Checking the students' chart

3. The Relationship between the Fields Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed. The following table shows which field problems were related to the actions that had been designed.

Table 9. The Relationship between Field Problems and the Actions

No.	Actions	Problems
1.	Using interactive text-preview through the use of KWL chart	<ul style="list-style-type: none"> • The teacher dominates the whole session of the lesson. • The students had only a little chance in expressing ideas. • The students were not interested to read a long text. • The students lacked interest in reading
2.	Using pictures	<ul style="list-style-type: none"> • There were limited media used in the teaching and learning of reading.
3.	Preteaching vocabulary	<ul style="list-style-type: none"> • The students had low vocabulary mastery.
4.	Using skimming and scanning	<ul style="list-style-type: none"> • The students had difficulties in finding specific and general information from the text. • The teacher never modeled how to use efficient reading comprehension strategies. • The students were not aware of the use of efficient reading strategies.
5.	Asking the students to guess meaning and use fix-up strategies	<ul style="list-style-type: none"> • The students tended to translate the text
6.	Checking the students' chart	<ul style="list-style-type: none"> • The teacher never gave feedback. • The teacher only focused on testing students' ability to translate the text and answer the questions based on the text.

B. Reports of Cycle I

1. Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems.

The actions were focused on improving students' reading comprehension through the use of *Know-Want-Learn* technique. The situations expected after the implementation of the actions are:

- a. Students could have more opportunities to express the ideas related to the topic of the text.
- b. Students would be motivated and interested to read the text.
- c. Students could find specific and general information from the text.
- d. Students could improve their abilities to read efficiently by using comprehension strategy such as skimming scanning, guessing meaning, and using fix-up strategy.
- e. The teacher could guide the students in before, during, and after reading process

Based on the discussion with the collaborators on August 28, 2012, some actions would be implemented in Cycle I. The action planed of Cycle I were using interactive text-preview through the use of KWL chart, using pictures to help students activate prior knowledge, preteaching key vocabulary, using skimming and scanning strategies, asking the students to guess the meaning and use fix-up strategies, and checking the students' chart. They are discussed as follows.

The first action done was using interactive text-preview. This action aimed at promoting the interaction between the teacher and the students. By using this action, the teacher could build the students' motivation, attrack the students' interest in reading, and give chance to the students to express their ideas related to the topic of the text.

The second action was using pictures. This action aimed at stimulating the students to activate their previous knowledge related to the topic of the text. Pictures were also used as a media in the teaching of reading since there were no media used in the classroom.

The third is preteaching vocabulary. This action aimed at creating a context for the students that facilitates comprehension by identifying key words and then preteach them. The action was also expected to solve the students' low vocabulary mastery problems so the students did not need to translate every words in the text when they were reading.

The fourth action was using skimming and scanning. Skimming gave the students advantage of being able to predict the function of the passage, the main topic, and the messages of the text. Here, the students did quick running one's eyes across a whole text for its gist. The use of scanning helped the students to extract specific information without reading through the whole text. Here, the students did quick searching some particular piece or pieces of information in a text. The use of this strategy could also help the students to focus attention on the text.

The fifth action was asking the students to guess meaning and use fix-up strategies. This action could help the students when they found difficult words in the text. By using the strategies, the students would not depend on the use of dictionary.

The last action was checking the students' chart. This action aimed at assessing the students comprehension by crosschecking before and after reading.

From seeing KWL chart, the students' process of thinking was obvious. The use of KWL chart also helped the teacher to guide the students before, during, and after reading.

2. Actions and Observations

In this step, actions planned in the previous step were done. The actions were done in three meetings. It was conducted on September 6th, 8th, and 10th, 2012. In this Cycle, the researcher presented the topic of animals in the first meeting, countries of origin in the second meeting, and cultural events in the third meeting. The results of Cycle I were presented below.

a. Using interactive text-preview through the use of KWL chart

Before the action was done in the classroom, there was no good interaction between the teacher and the students. In the reading class, the teacher dominated the whole session of the class and the students activities were only reading aloud, translating the text, and answering the questions based on the text. The students had only little chance to express their ideas related to the text.

In this action, the researcher tried to build an interaction with the students. As she acted as the teacher in the class, the researcher considered the students' activities before reading. The researcher used interactive text-preview through the use of KWL chart. Here, the researcher tried to engage the students to the topic of the text by asking them to brainstorm ideas about the topic of the text. Besides, text previewing aimed at building motivation and interest in reading.

There was a process of improving the students' interactions between the students and the English teacher, the students' motivation, and the students'

interest to read the text. The improvement was achieved gradually from one meeting to the next two meetings during Cycle I. It could be seen from the students' behaviour during the process of previewing text. In the first meeting, the students were shy to respond to the teacher. Only some of the students who wanted to share their knowledge. The improvement could be seen in the next two meetings. The students were enthusiastic to express their previous knowledge about the topic. The evidence can be seen from the quotation of the field notes below.

R showed the picture of kangaroo in the slide show then she asked the students "What do you know about Kangaroo?" Some students shared their ideas "From Australia Miss", said a student. "Kangoroo can jump Miss, It has *kantong* for the baby kangoroo Miss. R said," What is *kantong* in English?" Pouch Miss, said one student. Good, kata R. Then R asked the students to write everything they know about the topic in *What I Know* column.

(Appendix B/ Field note 3)

The quotation above shows that the students made connection between the information stored in their mind with the title of the text. Here, the students linked their background knowledge to the text before reading it. The use of the students' prior knowledge could help the students to understand the text easily.

Text preview in *Know-Want-Learn technique* could also motivate and build the students' interest in reading. It can be seen in the quotation of the interview transcript below.

R : "*Dek Fitri sama Dek Rani, tadi kan udah ngisi tabel KWL, dengan melengkapi kolom K dan W sebelum baca teks tadi cukup membantu ga?*" (You have tried to complete KWL chart, haven't you? Was completing the K and W columns before reading a text helpful for you?)

S1 : "*Menurutku menarik mbak?*" (It was interesting Miss.)

R : "*Maksudnya?*" (What do you mean?)

S2 : “*Jadi kayak main tebak tebakan Miss. Apa yang kita tahu sama apa yang pengen kita tahu bisa ditemukan di teks pa ga. Kan otomatis jadi pengen baca teks nya.*” (It was like playing guessing games Miss. What we have already known and what we want to know should be found in the text.)

S1 : “*Iya Miss, jadi penasaran dan tertantang buat menemukan jawaban dari pertanyaan yang ada pada What I want to know kolom. Jadi pas baca itu kita tahu apa yang kita mau temukan dalam teks.*” (Yes Miss. I felt curious and challenged to find the answers for my own questions.)

R : “*Jadi kalau baca text yang panjang udah ga masalah ya?*” (So, is it okay if the text is long?)

S2 : “*Iya Miss, kalau teks nya pendek kan jadi tidak yakin informasi yang kita butuh ada pa ga.*” (Yes Miss, if the text was short, we doubted whether the information we need was stated or not.)

(Appendix B/ Interview Transcript 6)

The quotation of the interview transcript above shows that the use of *Know-Want-Learn (KWL)* technique could build the students’ interest. It can be seen from the students’ feeling of curiosity and challenged to find the answer from their own questions in the text. By doing this action, the students were motivated to keep reading a long text.

b. Using pictures to activate the students’ prior knowledge

Before the researcher did the actions, in the teaching and learning process of reading, the English teacher used limited media to teach the students. She just gave the students a text taken from “*Look Ahead*” and then asked the students to read the text. After reading the text, the students were asked to answer the questions based on the text.

In this study, the researcher used pictures as media to help the students activate their prior knowledge about the text. The picture was used just before the students read the text. The use of pictures could help the students to activate their prior knowledge about the topic.

“What do you know about Sidney?”asked the researcher.”In Australia Miss”, a student answered. “Good, others please?” There was no answer. “Ok, I will show you the picture”. R showed the picture of Sidney’s landmark, Sidney Opera House. “Ow, pernah liat Miss, itu bangunannya kayaknya buat konser. Boleh ditulis di What I want to know column ya Miss misalnya, what is the name of the building?” Ya, boleh, said the reseacher.

(Appendix A/ Field note 7)

The quotation of the field note above shows that by using pictures, the students could recall their previous knowledge since the use of media or visual cues are needed when the topic were unfamiliar for them. The use of picture can also focus the students attention of the text. The evidence can be seen in the quotation of the interview transcript below.

R : “*Bagaimana Bu penggunaan gambar tadi? Apakah menurut Bu Isti sudah cukup membantu siswa?*” (“How about the used of picture Miss? Do you think it can help the students?”)

ET : “*Bagus mbak, ada peningkatan sekarang. Siswa jadi lebih mudah untuk siswa mengungkapkan ide. Selain itu, pakai gambar kan juga memfokuskan siswa pada text yang akan mereka baca. Jadi ide yang keluar juga ga asal*” (“Good Miss, there was an improvement. It became easier for the students to express their ideas. Besides, the use of pictures could focus to the students’ attention to the text they are going to read. So, the ideas expressed were well-organized”)

(Appendix B/ Interview Transcript 10)

The quotation above shows that the use of pictures helped the students to express their ideas easily. It also helped the students to focus their attention on the text they read because they knew what they would read based on the picture they saw.

c. Preteaching Vocabulary

Vocabulary is essensial to reading comprehension. It is impossible to understand text if the readers do not know much about a significant number of the words in the text.

In this study, the researcher prepared the students before reading by identifying key vocabulary by preteaching them to the students. The finding can be seen in the quotation below.

R wrote vocabulary related to the topic in What I Know column. Then she asked the students to determine which vocabulary were related to the topic. “*Di sini, ada beberapa kosakata yang terkait topik bacaan. Dari 8 kosakata, ada 3 yang tidak terkait topik.*” Now, as far as you know, which words are related to our topic, and which are not.”

(Appendix A/ Field note 7)

R wrote some vocabulary related to the topic then asked, “They are the vocabulary you are going to find in the text. *Di antara kalian, ada yang tahu artinya?*” Some of the students gave their answers. “*OK, mari kita bahas kosakata ini.*”

(Appendix B/ Field note 7)

From the quotation of the field notes above, the researcher prepared the students before reading by identifying key vocabulary. This action aims at helping the students understand the text easily.

d. Using skimming and scanning

The finding of the study shows that using *Know-Want-Learn (KWL)* technique can help the students to find spesific and general information of the text efficiently. This can be seen in the following quotation of the interview transcript below.

R : “*Surya, sekarang kalau baca teks masih diartikan per kata ga?*” (Surya, do you still read the text by translating the word one by one now?)

S : “*Ga Miss. Pakai strategi biar cepat nyari informasi yang dibutuhkan di teks nya. Kalau mau nyari informasi yang specific kayak angka, nama atau menemukan main idea ga perlu dibaca semua textnya jadi ga buang buang waktu.*”(No, I don’t Miss. If I would like to find specific information such as number, name, I did not need to read the whole text, so it did not take much time in reading)

(Appendix B/ Interview Transcript 8)

From the students' responses above, it can be stated that the students can read the text efficiently. They can find specific and general information from the text efficiently. It is because the use of *Know-Want-Learn (KWL)* technique engages the use of efficient comprehension strategies namely scanning and skimming for the text. The findings that show this information are presented below.

1) The use of scanning

The finding shows that the use of scanning in reading helps the students to find the specific information from the text. It can be seen in the interview transcript below.

R : “*Dek, sekarang kalau mau menemukan informasi yang spesifik dalam text seperti nama atau tanggal, lebih mudah atau tidak?*” (Was it easy for you to find the spesific information from the text such as names and dates?)

S1 : “*Mudah Miss.*” (Yes, it was.)

R : “*Yang bikin mudah apanya?*” (What made it easy?)

S2 : “*Strateginya. Ga perlu dibaca semua tapi langsung aja cari apa yang perlu dicari. Jadi cepet Miss.*” (The use of strategy. We did not need to read the whole text, just trying to find the information we need.)

(Appendix B/ Interview Transcript 11)

From the quotation, it can be concluded that the use of scanning helps the students to extract specific information without reading through the whole text. Here, the students do quick searching some particular piece or pieces of information in a text. The use of this strategy can also help the students to focus attention on the text.

2) The use of skimming

Besides using scanning to find specific information of the text such as names, dates, a definition of key concept, the researcher also uses skimming. The use of

skimming can also help the students to find the general information. The evidence can be seen in the following quotation of the interview transcript below.

R : “Dek Rani, penggunaan strategi skimming cukup membantu untuk menemukan informasi dalam text tidak?” (Rani, did the use of skimming help you to find the information from the text?)

S : “Membantu Miss. Jadi bacanya sekilas aja kan? Buat menemukan main idea, memprediksi the social function misalnya.” (Yes Miss. So, we just need to read across a whole text for its gist. Take for example for finding main ideas of the text and predicting the social function of the text.)

(Appendix B/ Interview Transcript 12)

From the quotation, it can be seen that using skimming in reading can help the students to find the general information of the text. Here, the students do quick running their eyes across a whole text for its gist. Skimming gives the students the advantages of being able to predict the function of the passage, the topic, and the messages of the text

e. Using Fix-Up Strategy and Guessing Meaning of the Text

In this study, the researcher introduced the efficient comprehension strategies namely fix-up strategy and guessing meaning based on the context. The researcher asked the students to use fix-up strategy when they did not know the meaning of difficult words. The researcher asked the students to reread the sentence, reread the sentences before and after, break apart the word and look for smaller words, look for a prefix or suffix. The use of this strategy could help the students deal with their vocabulary limitation.

The use of fix-up strategy and guessing meaning of the difficult words in the text gave positive effects to the students. It could help the students to read efficiently. The fact can be seen in the extract of the field notes below.

When the students were asked to find the meaning of the word fragrant, they could give an answer that the meaning of the word fragrant is *wangi*. When R looked at the students' worksheet, the students wrote seven fragrant flower and wrote the meaning of seven is 7 meanwhile flower is *bunga*, so, the meaning of fragrant might be *wangi*.

(Appendix B/ Field notes 4)

From the quotation above, it can be seen that the use of fix-up strategy and guessing meaning of the text help the students overcome their vocabulary problems. The use of the two strategies help the students to be efficient readers.

In this Cycle, the students tried to use the strategies. Some students could use the strategies while reading, but most of the students found it difficult to guess meaning. The evidence can be seen in the interview transcript below.

R : "Yoci, what do you think about using fix-up strategy and guessing meaning of the text?"

S1 : "It is helpful Miss."

R : "How about you Ridwan?"

R : "*Susah mbak. Ada beberapa yang aku tida bisa menebak. Tapi tadi sambil diskusi sama Yoci jadi bisa.*" ("It was difficult Miss. I could not guess. But I could guess it after discussing with Yoci.")

(Appendix B/ Interview Transcript 13)

From the quotation of the interview transcript above, it can be seen that the action was not successfully implemented. Some students still found it difficult to use the strategy.

f. Checking the students' chart

After completing the three columns in KWL chart, the students were asked to check their chart. This action could help the students to evaluate their own comprehension. Here, the students have to check their own thinking-process before, during, and after reading by looking at *What I know*, *What I want to know*,

and *What I learn* column to make sure that the information in the three columns are related to each other or not.

“Now, let’s check your KWL chart. Can you find all the answers for your questions in the second column, Rani?” asked the researcher. No Miss, I asked about how deep the pouch. But I couldn’t find it. *Tapi saya dapat pengetahuan kalau bayi kangguru itu selama 5 bulan ada di kantong*”, said one student. “Good, how about you Ridwan?” *Sukses Miss, ada pertanyaan yang terjawab, yang berapa kecepatan kangaroo waktu lari, di text ada kata run yang artinya lari trus ada keterangannya, can also run at speeds of over 45 kilometres per hour. Hour artinya jam kan Miss? Brarti kecepatannya 45 km per jam. Trus tadi sebelum baca saya tahu kalau Kangguru makan rumput. Di teks ada kata eat grass. Berarti benar. Good job Rani, Ridwan.*”

(Appendix B/ Field note 6)

From the quotation of the field notes above, it can be seen that the students can evaluate their own thinking-process of reading. They related the information they wrote in the first column and the second column with the information in the third column. When they did not find the information they need, they tried to expand their ideas by finding other important information.

3. Reflection

After implementing the actions in Cycle I, the researcher and the collaborators held a discussion to reflect the actions. Everyone participating in this research has ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflection can be summarized in the following description.

a. Using interactive text-preview

Using interactive text-preview was done in every meeting in the Cycle I. The use of interactive text-preview was successful in promoting interaction between

the students and the teacher and building the students' interest in reading. Besides, this action could also help the students activate their prior knowledge before reading. They also felt curious, challenged, and satisfied to read the text to complete their KWL chart

In this Cycle, most of the students were enthusiastic to share their ideas related to the topic but they still used *bahasa* when sharing ideas. Based on the discussion with the English teacher and the collaborator, the researcher decided to ask the students to use English when they were sharing ideas. It would be for the beneficial for the students when they read a text if they brainstormed ideas and made prediction in English.

b. Using pictures to activate the students' prior knowledge

The researcher began to use pictures in the teaching of reading in the second meeting. After using pictures, the students were enthusiastic to share their ideas related to the topic. The use of pictures was very beneficial for the students as a media in the teaching and learning process. It could stimulate the students when they had limited prior knowledge about the topic. The use of pictures were also effective to build the students' interest in reading.

In this Cycle, the pictures used in the teaching and learning process were limited. The researcher only used one picture for each text to stimulate the students before reading. In fact, the picture could not really help the students to recall their prior knowledge about the topic. In the next Cycle, the researcher would use more pictures in Cycle II to stimulate the students in before-reading stage.

c. Preteaching vocabulary

Before asking the students to read a text, the researcher taught the key vocabulary to the students. This action could provide enough background to prepare the students for reading. Preteaching vocabulary was very effective in helping the students to understand the text because the students' low vocabulary mastery could be solved.

d. Using skimming and scanning

The use of efficient comprehension strategy was done in every meeting in Cycle I. It was done during the students read the text. The implementation of this action was effective to help the students get the specific and general information of the text. Most of the students could use these strategies so they did not need to read the whole text in order to find the information they need.

e. Using fix-up strategy and guessing meaning

The use of fix-up strategy and guessing meaning of the difficult words in the text gave positive effects to the students. It could help the students to read efficiently. In Cycle I the students still found difficulties in using the strategy. Most of the students still tried to open their dictionary although the researcher did not allow the students to open their dictionary.

f. Checking the students' chart

Checking the students' chart was done in every meeting in Cycle I. After the students read the text, the reasearcher asked the students to check their three columns. This action was effective to assess the students' process and thinking from before, during, and after reading. Here, the thinking process was visible.

4. Revised Plan

Based on the reflection of Cycle I, there were more plans which need to be revised. They were the language used, the use of comprehension strategy, the use of media.

C. Reports of Cycle II

1. Planning

Before conducting the actions in Cycle II, the researcher and the collaborators held a discussion to revise the plans for Cycle II. They focused to solve the problems found in Cycle I especially related to the language used, the use of comprehension strategy, and also the way to motivate students to be more active. The action plans of Cycle II are as follows.

The first action was using interactive text-preview through the use of KWL chart. This action was the same as Cycle I. The difference with Cycle I was that the researcher tried to minimize the use of *Bahasa* in expressing their ideas. In Cycle II, the students had to use English as much as possible.

The second action was using pictures to activate the students' prior knowledge. Here, the researcher used more pictures than before. The use of series of picture was effective since it could help the students to recall what they have known about the topic.

The third action in Cycle II was preteaching the key vocabulary in every meeting. This actions aimed at providing enough background to the students about the topic of the text. The procedure used in the Cycle was the same with the previous one.

The fourth action was using strategies in reading namely skimming and scanning. The students would scan the text for finding the answers for their own questions in the previous column. Then the students would skim the text for finding main ideas, text value, and social function of the text.

The fifth action asking the students to guess meaning and use fix-up strategy. The researcher asked the students to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words, look for a prefix or suffix.

The sixth action was checking the the students' chart. The difference with the first cycle was the use of self-reflection. In Cycle II, the researcher asked the students to write their own reflection or expand ideas by making a summary.

2. Actions and Observations

The actions of Cycle II were conducted in three meetings on September 15th, 17th, 22th, 2012. The materials of Cycle II were narrative text. The topic were folklore and fable. In implementing the actions, the researcher was also accompanied by two collaborators who took notes in the back of the class to observe the teaching learning processes. The data of Cycle II were also collected through classroom observations and interviews. The results of Cycle II were presented below.

a. Using interactive text-preview through the use of KWL chart

The students' interaction, motivation, and interest had improved after the implementation of interactive text-preview in every meeting in Cycle I. The procedures of doing the actions were the same as the first Cycle but in Cycle II,

the researcher tried to ask the students to use English in expressing ideas. In the first meeting, they seemed to be shy to speak. It can be seen from the quotation of the fieldnote below.

“...What do you think the story will be?” asked the researcher. “*Tentang persahabatan, trus jadi musuh*,” said the students. “In English please,” said the researcher. “*Wah, malu miss kalau salah Miss?*” asked the students. “It’s okay. Don’t worry of making mistake. I’ll help you to correct it,” said the researcher. “Hmm.. about friend and musuh? *apa ya musuh?*” “Enemy,” said other student. “Ya, so friend becomes enemy Miss...,” said the student.”

(Appendix B/ Field note 10)

From the quotation above, it can be seen that the student felt embarrassed to share their ideas in English. But when the researcher tried to make him sure that making mistake was not a matter, the student wanted to try to share ideas using English. It shows that the good interaction between the teacher and the students was built and could help the students engage in class activities.

In the second meeting, the students began to use English when they were expressing their ideas. The students became more interested in joining reading activities. They shared their previous knowledge using English. The evidence can be seen in the quotation of the field note below.

“...Ok, so, what may the story be?” asked the researcher. “Me me me Miss, that’s about a son and his mom. They poor,” said a student enthusiastically. That may be about magic beanstalk Miss,” said another student. “OK good. Write them down on your first column,” said the researcher.

(Appendix B/ Field note 9)

From the quotation above, it can be seen that the students were enthusiastic to share their ideas related to the topic. Here, they began to make prediction about the text. The students also competed each other to complete KWL chart. They tried to be accurate in making prediction and stating questions. Then they tried to

find the answer for their own questions and also made sure that their prediction were accurate. It showed that the students' motivation and interest were improved since the students' felt curious, challenged, and satisfied. The evidence can be seen in the interview transcript below.

R : "*Sebelum baca teks tadi kan kalian disuruh melengkapi What I Know column. Menurut kamu waktu melengkapi What I Know column tadi gimana? Susah ga?*" (Before reading, you were asked to complete What I know column, what did you think? Was it difficult or not?)

S : "*Wah, asik Miss. Tadi saya sama Elsa dan Putra buat membuat prediksi tentang isi teks nya. Kita juga bersaing buat menyebutkan hal hal terkait topik yang kita ketahui dan siapa yang benar.*" (Yes, It was interesting Miss. Elsa, Putra, and I made some prediction of the text's content. We also competed each other to mention some information related to the topic and made sure that we were right.)

R : "*Trus, kamu bisa nemuin jawabannya ga?*" (So, could you find the answers?)

S : "*Dari 5 pertanyaan yang aku buat, yang ada jawabannya 3 Miss. Tapi prediksiku benar semua. Puas rasanya.*" (From the five questions I stated, I found three answers for my questions. But I could predict accurately. I felt satisfied)

R : "*Kalau sebelum baca text disuruh bikin prediksi seperti itu, kamu jadi termotivasi buat baca textnya ga?*" ("If you were always asked to make prediction before reading, do you think that you were motivated and interested to read the text?)

S : "*O, iya Miss, kan jadi ngrasa penasaran, tertantang buat nemuin jawabannya, trus kalau udah ketemu jawabannya tu puas banget.*" (Of course Miss, I felt curious, challenged to read the text and satisfied when I found the answers.)

(Appendix B/ Interview Transcript 17)

From the extract of the interview transcript above, it can be stated that the students were interested to the activities done before reading. It can be seen from the students' attitude in the classroom. The students tried to be active in the classroom. They felt curious about the text, challenged to show their previous knowledge about the text, and satisfied after finding the answers in the text. The

three feelings are the indicators of interest. From the students' response, it can be seen that the students' interest and motivation were improved.

b. Using more pictures to activate the students' prior knowledge

In this Cycle, the researcher used more pictures to help the students activate their prior knowledge since the text used was narrative. The use of picture could create the context for the students and help the students to imagine the situation where the story took place. The evidence can be seen in the interview transcript below.

R : “Memakai gambar bisa membantu buat memahami teks nya ga dek?” (Did the use of picture help you to comprehend the text?)

S : “Jelas Miss. Kan kalau sebelumnya dikasih gambar kita bisa ada bayangan situasinya bagaimana, tokohnya seperti apa, jadi itu bisa membantu untuk memahami text.” (Of course Miss. If we were given pictures before, it could help us to imagine the situation and the characters so it could help us to understand the text.)

(Appendix B/ Interview Transcript 10)

From the quotation above, it can be seen that the use of picture could help the students to create context in their mind about the situation in the story. It could help to provide background to the students so that they could make meaning of the text easily.

c. Preteaching vocabulary

In Cycle II, the researcher still pretaught vocabulary to the students. Here, the researcher wrote more words in the white board and asked the students to pay attention to the words.

R wrote some vocabulary related to the topic then asked, “They are the vocabulary you are going to find in the text. *Di antara kalian, ada yang tahu artinya?”* Some of the students gave their answers. “*OK, mari kita bahas kosakata ini.*”

(Appendix B/ Field note 7)

From the quotation above, it can be seen that the researcher tried to focus the students' attention on the key vocabulary. The students also aware of the keywords in the text. The researcher's way to focus the students' attention on the difficult words and then teach them was effective to help students minimize their difficulties when finding difficult words in the text. The evidence can be seen in the interview transcript below.

R : "Tadi waktu disuruh perhatikan keywords dan ga boleh tanya lagi kalau ketemu kata itu di text gimana dek?" (What did you think when you were asked to look at the keywords and then you were not allowed to ask the meaning of the words again when you found it?)

S : "Ternyata sangat bermanfaat Miss. Jadi pas baca ga kesulitan dan udah banyak tau arti kosa kata yang sulit." (It was very useful Miss. It could help us when reading and because we have known the meaning of difficult words.)

R : "Membantu kalian buat memahami teks ga?" (Did it help you to understand the text?)

S : "Sangat membantu Miss. Selain itu bacanya juga jadi efektif yang tanya tanya terus arti kata yang susah. (Yes, it did. Besides, we could also read efficiently Miss.)"

(Appendix B/ Interview transcript 15)

From the quotation above, it can be seen that preteaching vocabulary is needed before the students read the text. It could help the students to read efficiently after knowing the meaning of the keywords.

d. Using skimming and scanning

The researcher continued the action in Cycle I that is asking the students to use skimming and scanning during reading. There was no significant different between the Cycle II and Cycle I. The use of skimming and scanning in this Cycle could help the students in finding general and specific information from the text. The evidence can be seen in the interview transcript below.

R : “Dek, sekarang udah ada peningkatan belum setelah dari kemarin menggunakan skimming and scanning pas baca text?” (Was there any improvement after you used skimming and scanning during reading?)

S : “Uda banyak peningkatan Miss daripada yang pas pertemuan pertama dan kedua kemari.” (Yes, it was Miss. It was better than in the first and second meeting last week.)

R : “Peningkatannya seperti apa?” (What improvement did you get?)

S : “Ya kan sekarang udah terbiasa memakai strategi itu. Jadi udah bisa cepet kalau mau menemukan informasi yang spesifik dan general. (Now, I was familiar with the use of the strategy better than before. So, we could find spesific and general information from the text efficeintly.)

(Appendix B/ Interview transcript 19)

From the quotation of the interview transcript above, the use of skimming and scanning could help the students to read the text efficiently. They were familiar with the use of the strategy so that they could use it easily.

e. Using fix-up strategy and guessing the meaning

Fix-up strategy and guessing meaning were the two new strategy used in Cycle II. The researcher asked the students to use fix-up strategy when they did not know the meaning of difficult words. Here, the researcher taught the students to guess meaning and use fix-up strategy. She asked the students to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words, look for a prefix or suffix. The use of this strategy could help them deal with their vocabulary limitation.

The use of fix-up strategy and guessing meaning of the difficult words in the text gave positive effects to the students. It could help them to read efficiently.

The fact can be seen in the interview transcript below.

R : “Dek, menurut kalian berdua, setelah memakai strategi membaca kemarin ada ga peningkatan yang kalian dapatkan?” (After using reading strategies, was there any improvement for you?)

Sl : “Ada Miss. Jadi lebih mudah ketika membaca text.” (Yes, I did Miss. It could be easier for me to read the text.)

- S2 : "Iya Miss." (Yes, so did I Miss.)
- R : "*Jadi lebih mudah gimana maksudnya?*" (What do you mean by becoming easier?)
- S2 : "*Lebih efisien Miss, jadi ga perlu buang-buang waktu buat baca text.*" (It was efficient for me Miss. I did not need to spend much time for reading.)
- R : "*Kenapa bisa jadi lebih efisien dan ga buang-buang waktu?*" (Why do you think that it could be efficient and did not spend much time?)
- S2 : "*Kan biasanya kita kalau membaca diartiin per kata per kalimat Miss. Kita juga boleh pake kamus. Kalau sekarang kita udah bisa pake strategi.*" (I usually read the text by translating word by word, sentence by sentence, and we were allowed to open our dictionary Miss. Now, I can use reading strategies.)
- S1 : "*Iya Miss, kayak fix- up strategy. Itu bisa bantu kita buat baca lebih dan cari informasi dari teks lebih efisien.*" (Yes Miss, take for example, the use of fix-up strategy and scanning. They could help use to look for the information from the text efficiently.)
- R : "*Masih ingat ga fix-up strategy buat apa?*" (Do you still remember what fix-up strategy and scanning are?)
- S2 : "*Jelas masih Miss, udah apal. Kalau fix-up strategy dipakai kalo kita menemukan kata-kata sukar, kita bisa baca kata di depan atau di belakangnya.*" (Of course Miss. I remember it. Fix-up strategy is used when we find difficult word. We may reread the word before and after.)

(Appendix B/ Interview transcript 20)

On the other hand, the collaborator's opinion toward the use of efficient comprehension strategy in the teaching of reading could be seen in the interview transcript below.

- R : "*Bu, apakah penggunaan strategi dalam teknik KWL ini dapat membantu siswa membaca secara efisien Bu?*" (Miss, Did the use of reading strategies in KWL technique could help the students to read efficiently?)
- C : "*Iya mbak. Sangat membantu kalau menurut saya. Penggunaan strategi dapat membantu siswa membaca secara efisien, tidak tergantung pada kamus lagi.*" (I think it was helpful for the students. The use of strategies help the students read efficiently without using dictionary.)
- R : "*Jadi sudah ada peningkatan ya Bu?*" (So, there was an improvement, wasn't it?)
- C : "*Ow, jelas mbak. Dulu siswa bergantung pada kamus. Mereka kalau membaca itu diartikan per kata. Jadi buang-buang waktu juga. Sekarang mereka bisa baca secara efisien. Kemarin saya lihat mereka jarang buka kamus kalau ga disuruh.*" (Of course Miss. The students depended on the use of dictionary before you use the technique. Now, they read efficiently. I saw them did not open their dictionary if you did not ask them to do that.)

(Appendix B/ Interview transcript 21)

From the quotation above, it can be seen that the use of fix-up strategy and guessing meaning can help the students to be efficient readers. Before the action was done in the classroom, the students tended to use their dictionaries when they were reading the text. They translated every single word in the text to get the entire meaning of the text. This strategy was not efficient at all. The students spent much time in reading class just for translating the text. By using the efficient comprehension strategy, the students could read the text efficiently without translating each word in the text.

f. Checking the students' chart and making reflection

In Cycle 1, the reseacher asked the students to check their chart after reading. This action could help the students to evaluate their own comprehension. Here, the students had to check their own thinking-process before, during, and after reading by looking at What I know, What I want to know, and What I learn column.

In Cycle II, the researcher added an action. Here, the researcher asked the students to make reflection after completing the three columns. The students' reflection could help them to reflect what they have learned. They should write the most interesting part of the story or the most interesting fact they found from the text.

"Now, you have to write on you paper about what the most interesting things you learn form the text," said the reseacher. "*Apa aja boleh Miss?*"asked a student."

(Appendix A/ field note 11)

From the quotation above, it can be seen that the students could express their feeling after reading. They could also take a value from the text after making their

own reflection. This action could also help them to reflect what they had learned from the beginning to the end of the reading process.

3. Reflections

After accomplishing Cycle II, the researcher and the collaborators had final reflections. The reflections were based on the classroom observations and also interviews. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using interactive text-preview through the use of KWL chart

The use of interactive text-preview seemed to be significant to improve the students' motivation and interest in reading. It could be seen from the students' enthusiasm to explore their background knowledge about the topic. Most of the students felt curious about the topic, challenged to find the answers of their own questions, and satisfied when they could complete the last column of KWL chart. Feeling curious, challenged, and satisfied are the indicators of interest. The students' interest and motivation in reading could help them understand the text because they used schemata.

b. Using pictures to activate the students' prior knowledge

The use of pictures in the teaching and learning of reading was efficient to help the students in previewing the text. It could stimulate the students to recall any information stored in their memories prior to reading. It also helped the students to create a context for them and provide any background knowledge so that the students create meaning of the text easily. Besides, the use of more

pictures in the teaching of narrative text could help them to imagine where the story took place. This could help them understand the text easily because visualization was also needed.

c. Preteaching vocabulary

Preteaching vocabulary was very effective to help the students to understand the text in the way that it could help them to create context for the students before reading. Here, the students' low vocabulary mastery could be solved by preteaching some key vocabulary related to the topic. The way the researcher asked the students to focus their attention on the keywords was effective. In Cycle I, most students had not really paid their attention to the keywords taught. In Cycle II, the students focused their attention to the keywords so that they could understand the text easily without asking the meaning of the difficult words to the researcher or to their friends to much.

d. Using skimming and scanning

The use of skimming and scanning strategy was significantly effective for the students to get the general and specific information efficiently. After the implementation of using skimming and scanning while reading in Cycle II, the students were familiar with the strategies. There was an improvement from Cycle I to Cycle II. In Cycle II, the students could easily used the strategy to help them find general and specific information from the text. So, the students had better improvement in understanding the text.

e. Using fix-up strategy and guessing meaning

The strategies were only used in Cycle II. In fact, the strategies were effective to improve the students' understanding of the text since they dealt with vocabulary problems. Here, the students did not need to use their dictionaries to translate the every single word in the text. Here, they just need to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words you know and look for a prefix or suffix. In Cycle I, the researcher did not use this strategy. The researcher found that the students still had difficulties in finding the difficult words beside the keywords in the text. The students still asked the researcher the meaning and permit to use dictionary. After the implementation of fix-up strategy and guessing meaning in Cycle II, there was an improvement of the students' abilities in finding the meaning of difficult words. They could try to find the meaning of difficult words by doing some steps in fix-up strategy. This strategy could help the them in understanding the text and reading the text effieciently.

f. Checking students chart and making reflection

Checking the students' chart was effective to help them assess their own comprehension of the text. By seeing the process before and after reading, they could understand the text well. It was better than in Cycle I. In Cycle I, the students were familiar with their own thinking process by checking their chart. In Cycle II, after the students were familiar with their own thinking process in reading, the students tried to be better in completing the chart. They became more systematic in completing each column in KWL chart. It could help them in monitoring their own comprehension.

Here, the researcher also added a new action, that is making their own reflection after reading. This action was effective in helping the students reflect their feeling after reading.

Based on the findings of Cycle II, the researcher and the collaborators conclude that all actions had successfully improved students' reading comprehension at grade eleven of SMA N 1 Sanden in the academic year of 2012/2013. Since the objective of this research could be achieved, the researcher and the collaborators agreed to end this research in this Cycle. The results of the improvements of the students' reading comprehension during Cycle I and Cycle II can be seen in the following table.

Table. 9. The Results of the Improvements of the Students' Reading Comprehension during Cycle I and Cycle II

No.	Actions	Cycle I	Cycle II
1.	Using interactive text preview through the use of KWL chart	<ul style="list-style-type: none"> • The students preferred to share their ideas in Indonesian. • There were only few students who were interested in reading the text and completing KWL 	<ul style="list-style-type: none"> • The students could share their ideas in English • Most of the students were interested to read the text and complete KWL chart.
2.	Using pictures to activate students' prior knowledge.	<ul style="list-style-type: none"> • The researcher only used few pictures in the classroom. She just provided one picture for a topic. It was effective enough to help students recall information in their memories but some students still needed more pictures to help them recall 	<ul style="list-style-type: none"> • The researcher used more pictures to help the students to create a context. The use of pictures could help the students to imagine the situation where the story takes place. By using pictures, the students could also make

		more information when they found unfamiliar topic.	prediction about what happened in the text. It was really effective to help the students comprehend the text.
3.	Preteaching vocabulary	<ul style="list-style-type: none"> • Preteaching vocabulary was effective for the students to deal with their vocabulary limitation problems. It was also effective to prepare them before reading the text. In Cycle I, there were only few students who paid attention to the key word. They still asked the researcher when they found difficult words in the text although they had learned it before. 	<ul style="list-style-type: none"> • Most of the students paid attention to the key words that had been learned so that they could read the text without asking the researcher when they found difficult words.
4.	Using skimming and scanning.	<ul style="list-style-type: none"> • Using skimming and scanning was effective to help the students to find specific and general information of the text. It could also help the students to read efficiently using strategies. In the first Cycle, there were still few students who could use this strategies to find the information in the text. Some students still tried to translate every single word in the text. 	<ul style="list-style-type: none"> • The students' abilities to find specific and general information in the text was improved. Most of the students tried to use the strategies instead of translating the text.
5.	Using fix-up strategy and guessing meaning of the text	<ul style="list-style-type: none"> • Some students still found difficulties in finding the difficult words in the text. Most of them 	<ul style="list-style-type: none"> • The students' vocabulary mastery increased. They became more independent than

		could not use fix-up strategy. They tried to ask their friends or open their dictionaries	before although they sometimes asked the teacher to help them in using the fix up strategies
6.	Checking the students' chart	<ul style="list-style-type: none"> • Checking the students' chart was effective to help the students assess their own-thinking process. In Cycle I, the students had been able to assess their own comprehension. The action was continued in Cycle II 	<ul style="list-style-type: none"> • In Cycle II, the students was asked to assess their own comprehension and make their own reflection. This action was effective to help the students reflect what they have learned.

D. Quantitative Data

The quantitative data are in the form of the students' pre-test and post test scores. Here, the researcher compares the students' pre-test and post test scores by using the *t*-test to know whether or not there is a significant difference in the pretest and post test scores. The data can be seen from the students' average scores before and after they get the treatment. Below, the results of the *t*-test are presented.

Table 9. Result of T-Test

	<i>Mean</i>	<i>N</i>	<i>t</i>	<i>p</i>
Pair 1 post test	7.0500	30		
Pre test	8.2500	30		
Pair 1 Post test & Pre test	1.20000	30	14.858	.000

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 7.0500 and the average score of post test is 8.2500. It means that the average score in the post test increases by 1.2000 from the average score in the pre-test. According to the t statistic, the score difference is significant at $p < 0.05$.

E. Research Finding

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, *Know-Want-Learn* technique is believed to be effective to improve the interaction between the students and the teacher. Previously, the students were shy and did not want to ask question when they found difficulties. Besides, the students had only a little chance to share ideas in the classroom. This technique allowed the teacher to scaffold the students in reading by focusing on the process before, during, and after reading.

Second, *Know-Want-Learn* technique is believed to be effective to improve the students' interest of reading by doing interactive text-preview. The students' interest in reading contributes to the students understanding of the text. Before the action was done, the students did not consider the process before reading that was previewing the text.

Third, *Know-Want-Learn* technique is believed to be effective to improve the students' ability in finding the general and specific information and also find the meaning of difficult words in the text efficiently. Formerly, the students had difficulties in finding the main ideas, detail information and the meaning of

difficult word in the text. The students had to read the whole text and translate the text to understand it. It was because they rarely practiced and were taught how to read efficiently. By using this technique in reading, the students were able to find main ideas, detail information and the meaning of difficult words in the text by the use of efficient comprehension strategies namely skimming and scanning.

F. Discussion

The research was focused on improving students' reading comprehension using *Know-Want-Learn* technique. This technique was implemented both in the first Cycle and the second Cycle. The findings of the research showed that *Know-Want-Learn* technique was successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The researcher conducted *Know-Want-Learn* technique by the use of graphic organizer namely KWL chart. The use of KWL chart could help the students to preview the text and assess their own comprehension by recording all the process of reading. Based on the finding, it helped them in the process of reading comprehension as it is stated by Klingner and Vaughn (2007: 200).

The use of *Know-Want-Learn* technique could also build a good interaction between the students and the teacher. When a good interaction was built, the students would have a closer relationship. They also had an opportunity to share their knowledge among the students. This finding was in line with Klingner, Vaughn, and Boardman (2007: 139,144).

Implementing *Know-Want-Learn* technique allowed the students to understand the entire text. During the process of reading, they read the text and connected it

with their background knowledge. Likewise, they also arouse what they had in their background knowledge and related it with the information in the text. It means that there was interactive process during reading as it is stated by Hudson (2007: 33-57) and Brown (2001: 298-299).

The use of *Know-Want-Learn* technique could also help the students to use efficient comprehension strategies such as skimming and scanning. The use of the strategy could help the students read the text efficiently. They could find the general and details information in the text without read it as a whole.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three sections: conclusions, implications, and suggestions. Those three sections are presented below.

A. Conclusions

The teaching and learning of reading comprehension was found effective when it was well-designed from the very beginning stage. Here, the teacher should consider before-during-after reading process. At the beginning process of reading, previewing text was the most importance stage to scaffold the students' comprehension of the text. Through previewing the text, the teacher could help the students feel interested and motivated to read the text. This process also helped the students recall their previous knowledge about the topic. The use of graphic organizer namely KWL chart here could help the students to preview the text and record them in a systematic way. Previewing activities accompanied by media stimulated the students to read and also create context for the students before reading. The activities also promoted the interaction between the students and the teacher. Here, the teacher could scaffold the students in understanding the text. Meanwhile, the students should response to the teacher by sharing their previous knowledge related to the topic.

The use of efficient comprehension strategies were effective to help the students read the text efficiently. Here, the students could use skimming and scanning to help them find specific and general information of the text. Other

strategy that could be used during reading process was using fix-up strategy and guessing meaning when the students were not certain. The use of the two strategies could help the students deal with their vocabulary limitation problems because the students could read efficiently without translating the text.

The activities after reading were also important for the students. In this study, the researcher used two activities after reading, they were checking the students' chart and making reflection. The activities were effective to help the students assess their own comprehension and reflect what they have learned from the text.

B. Implications

Based on the findings, three points of implication can be proposed. Those are the importance of *Know-Want-Learn technique* to scaffold the students in understanding text, the importance of using efficient comprehension strategies, and the importance of *Know-Want-Learn technique* in improving students' reading comprehension.

First, the results of the study imply that *Know-Want-Learn technique* needs to be implemented since the technique could help the teacher to scaffold the students' in understanding text. By using this technique, the teacher should guide the students before reading, monitor the students during reading, and evaluate the students' understanding after reading.

Second, the implication to the the use of reading comprehension strategy is that the teacher should model how to use efficient comprehension strategies to the students. It is important because the use of comprehension strategies are needed to help the students read the text efficiently.

Third, the findings carry the implication that it is important to use *Know-Want-Learn* technique in the classroom reading activity to improve students' reading comprehension. The improvement of the students' reading comprehension is important since reading is one of the four skills that should be mastered.

C. Suggestions

Based on the conclusion and the implication, some suggestions are offered for the English teacher, and the other researchers. These are presented as follows.

1. The English Teachers

It is suggested that the English teachers should scaffold the students' comprehension of the text. It can be done by considering the process before, during, and after reading. Besides, the English teachers need to use more media like pictures in the teaching of reading. It can attract the students' attention to the text and it can help the students recall the information stored in their memory. It is important since the students' prior knowledge contribute to the students understanding of the text.

2. The other Researchers

It is necessary to follow-up this study to get more actions to improve students' reading comprehension. There are some factors of this study which may be interesting to explore. For example, it is possible for other researchers to implement the similar technique in other schools.

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APPENDIX A

FIELD NOTES

FIELD NOTES

Field Notes 1

Hari, tanggal : Rabu, 29 Februari 2013

Jam : 08.00

Kegiatan : Meminta Izin untuk penelitian

Tempat : Ruang Guru

R : Reseacher

GP : Guru Piket (Guru Bahasa Inggris kelas X)

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R tiba di sekolah pada pukul 07.45 WIB dan langsung menuju ke GP. R mengemukakan tujuan R datang ke sekolah tersebut untuk bertemu dengan ET1. GP memberitahu R bahwa ET1 ada di perpustakaan. R kemudian ke perpustakaan dan mencari ET1. Ketika sampai di perpustakaan, R melihat ET1. ET1 langsung menghampiri dan menyapa R. R mengemukakan maksudnya untuk meminta izin melaksanakan penelitian di sekolah tersebut.

R : Selamat siang Bu Isti.

ET1 : Hallo mbak Yuni, apa kabar? Lama tidak ketemu mbak Yuni ini.

R : Alhamdulillah baik Bu.

ET1 : Gimana mbak, ada yang bisa saya bantu mbak? Katanya mau mengadakan penelitian di sini ya?

R : Iya Bu. Saya bermaksud mengadakan penelitian di sini untuk skripsi Bu. Kebetulan skripsi saya action research.

ET1 : Ow, begitu ya mbak? PTK kan? Kebetulan kan ini kita juga habis ada pembahsan mengenai PTK. Nanti saya malah bisa belajar dari mbak Yuni ya.

R : Ya nanti belajar sama sama ya Bu. Kalau di kelas XI yang paling susah apa ya BU?

ET1 : Reading mbak. Mereka itu males kalau disuruh baca teks. Padahal kan pembelajaran saat ini banyak diutamakan ke jenis-jenis teks gitu kan ya. Minggu kemaren saya ajarkan teks narrative. Banyak dari mereka bilang kalau teks nya susah dan banyak kata-kata sukar. Bisa dibilang kosa kata yang mereka kuasai itu masih kurang. Mereka juga sangat tergantung pada kamus mbak. Sebenarnya kan kalau baca tapi terlalu sering buka kamus juga gag boleh. Tapi mau gimana lagi mbak, kalau gag pakai kamus mereka juga ga ngerti apa apa.

R : Kalau materi nya gimana Bu?

ET1 : Kalau soal materi, biasanya saya ambil dari buku-buku mbak. Ada beberapa buku yang saya pakai. Tapi yang paling sering saya pakai itu Look A Head mbak.

R : Ada masalah atau tidak Bu untuk pemilihan teks nya atau materi materi nya?

ET1 : Ada mbak. Kadang mencari teks yang sesuai sama kemampuan Ss itu agak susah. Kadang terlalu panjang. Kadang kata katanya terlalu sulit. Dan untuk

kelas XI kan biasanya bentuknya teks yang ndladrah to mbak, tidak ada gambar yang menarik. Padahal kalau ada gambar Ss itu juga lumayan terbantu.

R : Kalau begitu, untuk lebih jelasnya apa saya boleh ikut ke kelas ya Bu, untuk melihat masalh masalah terkait reading?

ET1 : Ow, silahkan mbak. Anak anak pasti pada seneng ketemu mbak Yuni lagi. Dulu pas KKN ngajar mereka juga kan?

R : Iya Bu. Kira kira kapan ya Bu saya bisa ikut ke kelas?

ET1 : Nanti masalah waktu saya sms ya mbak, soalnya ini mau ada ulangan dulu.

R : Ow, iya Bu, terimakasih banyak ya Bu. Kalau begitu sya permisi Bu.

ET1 : Iya mbak, sama sama. Nanti saya hubungi mbak Yuni lagi.

Field Notes 2

Hari, tanggal : Jumat, 3 Agustus 2013

Jam : 09.00

Kegiatan : Meminta izin kepala sekolah untuk melakukan penelitian

Tempat : Ruang kepala sekolah dan ruang guru

HM : Headmaster

GP : Guru Piket

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R tiba di sekolah sekitar pukul 10.45 dan langsung menuju tempat guru piket. R menyapa seorang guru yang sedang piket dan bertanya apakah bapak kepala sekolah sudah masuk. GP berkata bahwa bapak kepala sekolah sudah masuk dan di ruang kepek. R diminta untuk langsung menemui HM. R kemudian langsung menuju ruang kepek. Di dalam ruang kepala sekolah, HM sedang menemui tamu sehingga R harus menunggu untuk beberapa saat. HM lalu menemui R di kursi tamu dan menanyakan maksud kedatangan R. Lalu, R memperkenalkan diri kepada HM dan mengutarakan maksud kedatangannya bertemu beliau, yakni ingin meminta izin melakukan penelitian di salah satu kelas XI yaitu di kelas XI tentang pengajaran *reading* dalam bahasa inggris. HM menanyakan judul skripsi R. R memberitahu judul skripsi R yaitu *—Improving the Students' Reading Comprehension through KWL*. Pada awalnya HM menanyakan apakah penelitian tersebut akan mengganggu jalannya KBM atau tidak. R lalu menjelaskan bahwa tidak akan mengganggu KBM. R justru bermaksud untuk memperbaiki kekurangan yang ada pada pembelajaran reading di kelas XI. HM menanggapi dengan baik tujuan R dan memberikan izinnya asal penelitian tersebut tidak mengganggu proses belajar Ss dan justru bisa meningkatkan kemampuan Ss. Beliau meminta R untuk membicarakannya terlebih dahulu dengan guru bahasa inggris yang bersangkutan. R mengatakan kepada HM bahwa sebelumnya R telah menemui guru bahasa Inggris yaitu ET1. R juga mengemukakan bahwa berdasarkan diskusi dengan ET1, R dan ET1 berencana melakukan penelitian di kelas XI IS2. R berkata walaupun nantinya ada perubahan, R akan segera

memberitahu HM. Kemudian R berterimakasih kepada HM atas izinnya dan pamit pulang.

Field Notes 3

Hari, tanggal : Jumat, 10 Agustus 2013

Jam : 08.30

Kegiatan : Observasi

Tempat : Ruang Kelas

R : Reseacher

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

ET2 : English Teacher 2 (Bu Nur Ngaini, S.Pd)

R tiba di sekolah pada pukul 8.30 dan langsung menuju ruang guru seperti yang sudah disepakati pada hari sebelumnya melalui pesan singkat. Sampai di ruang guru, R langsung menuju ke meja ET1 dan berbincang dengan ET1. Saat itu sedang ada ET2. ET1 menceritakan maksud ET2 untuk ikut serta dalam penelitian tersebut sebagai kolaborator. Dengan senang hati R menerima maksud baik ET2. Pukul 09.00, bel berbunyi. ET1 mengajak P untuk langsung menuju kelas. Sampai di kelas, ET1 meminta R untuk langsung duduk di kursi bagian belakang. ET1 pun memulai pelajaran sementara R mencatat proses belajar mengajar yang sedang berlangsung. Pada pukul 09.45 bel tanda istirahat berbunyi. Di ruang guru, R berdiskusi mengenai beberapa hal yang terjadi selama proses belajar mengajar berlangsung. R berdiskusi mengenai masalah masalah yang dihadapi Ss pada pembelajaran bahasa Inggris dan reading. R dan ET juga berdiskusi mengenai teknik yang akan digunakan untuk mengatasi masalah. Dalam penelitiannya P akan menggunakan *Know-Want-Learn* teknik. ET setuju karena teknik itu dirasa sudah tepat untuk dipakai dalam mengajar reading.

Setelah berbincang cukup lama, P meminta ijin untuk mewawancarai beberapa Ss. Setelah selesai mewawancarai beberapa Ss, R menuju ruang guru kembali untuk pamit pulang.

Field Notes 4

Hari, tanggal : Senin, 13 Agustus 2013

Jam : 07.30

Kegiatan : Konsultasi RPP

Tempat : Ruang Guru

R : Reseacher

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R tiba di sekolah pada pukul 07.30. R menuju ruang guru dan langsung menemui ET1. R mengutarakan kedatangan R yaitu ingin mengkonsultasikan RPP dan waktu penelitian. R menunjukkan RPP yang sudah dikonsultasikan dengan dosen pembimbing R. Setelah membaca beberapa saat, ET1 kembali melihat teks yang terdapat di RPP tersebut. Menurut ET1, RPP yang R tunjukkan sudah cukup baik dan sudah bisa untuk diterapkan di kelas. ET1 mengatakan tidak ada yang perlu dibenahi lagi. Kemudian R bertanya mengenai waktu penelitian. ET1

mengatakan bahwa akan ada mid test untuk para Ss yang akan dilaksanakan pada minggu depan. Untuk minggu ini, beliau ingin mereview materi-materi yang akan digunakan untuk mid test. ET1 memberikan pandangan pada R bahwa penelitian mungkin bisa dilaksanakan setelah mid test. Lebih tepatnya setelah hari raya Idul Fitri. ET1 juga meminta agar penelitian dilakukan terus menerus dan meminta agar jadwalnya tidak sampai terpotong. R menyanggupi apa yang diminta oleh ET1. Setelah berbincang cukup lama dan menyepakati waktu untuk pelaksanaan penelitian setelah mid test, R pamit pulang. ET1 meminta R untuk mengingatkan beliau pada hari rabu agar ET1 tidak lupa. R menyanggupinya dan pulang.

Field Notes 5

Hari, tanggal : Kamis, 6 September 2013

Jam : 12.00

Kegiatan : Pelaksanaan pre-test

Tempat : Ruang Guru

R : Reseacher

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

Ss : Students

R tiba di sekolah pukul 11.30. R langsung menuju ruang guru untuk menemui ET1. ET1 ternyata sudah berada di ruang guru. ET1 menanyakan tentang kemungkinan waktu dimulainya penelitian. Beberapa menit kemudian bel berbunyi. ET1 dan R menuju kelas. Sampai dikelas, ET1 meminta R untuk duduk di meja guru dan ET1 membuka pelajaran. ET1 membuka pelajaran dan berdoa. ET1 mengecek kehadiran Ss. Kemudian ET1 memberitahu Ss bahwa akan ada tes dan Ss harus mengerjakan dengan sungguh-sungguh. Lalu ET1 meminta R untuk memperkenalkan diri dan membagikan lembar soal untuk mempersingkat waktu. Setelah itu R meminta Ss untuk mengerjakan dengan waktu yang telah ditentukan. R dan ET1 mengawasi Ss bersama-sama. Pada saat setengah waktu berjalan, ET1 berkata kepada R bahwa ada yang harus beliau lakukan dan harus menemui bapak kepala sekolah. Lalu ET1 berpesan kepada R kalau Ss sudah selesai mengerjakan, R menutup pelajaran dan memberi izin kepada Ss untuk beristirahat. R menyanggupinya, kemudian ET1 pun meninggalkan kelas. R melanjutkan mengawasi Ss. Ketika waktu habis, ada banyak Ss yang belum selesai mengerjakan, R memberikan tambahan waktu selama 5 menit. Setelah 5 menit berlalu, R meminta Ss untuk mengumpulkan hasil kerjaan mereka. Kemudian R menutup pelajaran dengan berdoa. R lalu menuju ruang guru untuk menemui ET1. R memberitahu ET1 bahwa pretest telah dilaksanakan dengan baik. R meminta waktu ET1 untuk membicarakan rencana pelaksanaan cycle 1. Kemudian R menunjukkan materi materi dan media pembelajaran yang akan digunakan pada Cycle 1. ET1 memberikan beberapa masukan pada R. R menerima beberapa masukan dari ET seperti untuk penggunaan gambar. R juga meminta izin pada ET1 untuk selama penelitian R bisa menggunakan laboratorium bahasa agar lebih mudah untuk penggunaan picture di kelas. ET1 memberikan izin dan memberitahu R bahwa R bisa juga menggunakan perpustakaan karena sudah terdapat LCD. Setelah cukup lama berbincang, R pamit pulang.

Field Notes 5

Hari, tanggal : Rabu, 7 September 2013

Jam : 07.30

Kegiatan : konsultasi pelaksanaan cycle I

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah pukul 7.30 dan langsung menuju ruang guru untuk menemui ET1. Sampai di ruang guru, ET1 sudah menunggu R di mejanya. P menghampiri ET1 dan menyapa beliau. Lalu, ET1 mengajak R untuk duduk di ruang tamu guru. ET1 menanyakan rencana pelaksanaan cycle 1. R menunjukkan 3 RPP kepada ET1 dan meminta R untuk mengoreksi. Kemudian ET1 membaca ketiga RPP tersebut. setelah dibaca, ET1 berkata bahwa menurut ET1 semua sudah tertera jelas di RPP, materinya juga sudah cukup dan teks nya pun sudah sesuai tidak terlalu panjang. ET1 berkata kalau memang nanti harus ada perubahan pada tiap pertemuan tidak apa-apa, RPP bisa dirubah sebelum pelaksanaan dan dievaluasi setelah pelaksanaan di tiap pertemuan. Setelah menyetujui rencana R, ET1 memastikan mulainya pelaksanaan penelitian. R berkata bahwa sangat memungkinkan penelitian dilakukan mulai minggu depan. Setelah semua tersepakati, ET1 meminta R untuk mengecek kembali segala sesuatunya yang dibutuhkan selama penelitian. Karena sudah tidak ada lagi yang ingin didiskusikan dengan ET1, R lalu meminta ijin untuk pamit pulang.

Field Notes 6

Hari, tanggal : Sabtu, 8 September 2013

Jam : 07.30

Kegiatan : Pertemuan 1 (Cycle 1)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah tepat pukul 9.45 dan langsung menemui ET. Berhubung selama pelaksanaan penelitian ini R diizinkan menggunakan laboratorium bahasa, maka R, ET1, dan ET2 segera menuju laboratorium bahasa. Di sana, Ss sudah menunggu di kelas. Pada saat R masuk ke kelas, kelas masih dalam keadaan gaduh. Ss masih sibuk mengobrol dengan Ss lain. ET1 lalu meminta waktu sebentar untuk memperkenalkan R serta memberi tahu tujuan R datang ke kelas mereka. Sebagian Ss sudah mengenal R karena sebelumnya R pernah mengajar di sekolah tersebut. Setelah memperkenalkan R, ET kemudian duduk di belakang bersama ET 2 untuk melihat proses pembelajaran yang berlangsung sembari mengisi observation checklist yang diberikan oleh R.

R memulai pelajaran dengan berdoa dan mengecek siapa yang tidak hadir pada hari itu. Setelah itu, R mereview pelajaran sebelumnya dengan bertanya, *What did you learn in the previous meeting?* Beberapa Ss menjawab, *report text Miss. Itu lho yang text tentang binatang kayak shark.* Setelah mereview materi pada pertemuan sebelumnya, R kemudian memberikan

apersepsi kepada Ss tentang materi pembelajaran hari ini dengan memberikan beberapa pertanyaan.

Sebelum R membagikan teks yang akan dibaca Ss, R menerangkan kepada Ss bahwa mereka akan bekerja secara berkelompok dengan menggunakan teknik *Know-Want-Learn* (KWL). Kemudian R menjelaskan dengan rinci bagaimana teknik tersebut digunakan. R menunjukkan KWL chart di papan tulis dengan menggunakan LCD proyektor. Kemudian R menjelaskan satu persatu apa yang harus dilakukan oleh Ss pada setiap langkah. Ss menyimak setiap penjelasan R dengan seksama. Setelah selesai menerangkan R bertanya apakah semua Ss sudah mengerti atau belum dengan apa yang harus mereka lakukan nantinya seperti, *Does everybody understand?*. Ss menjawab secara serentak, *understand Miss*.

Selanjutnya, R meminta Ss untuk berkelompok, setiap kelompok terdiri dari 4 Ss. R menentukan kelompoknya secara acak. Kemudian, R membagikan worksheet yang berisi KWL chart yang nantinya akan digunakan oleh Ss untuk menuliskan hasil diskusi mereka.

Setelah membagikan KWL chart pada masing masing kelompok, **R menunjukkan gambar kangaroo pada slide show. R kemudian bertanya *What do you know about the Kangaroo?* Beberapa Ss mengemukakan ide mereka. *From Australia Miss. Kangaroo can jump Miss, It has kantong for the baby kangaroo Miss. R kemudian berkata, "What is kantong in English?" Pouch Miss, jawab seorang Ss. Good, kata R.* Ketika Ss menyebutkan kata kata dalam bahasa Indonesia, R mencoba untuk menanyakan kata tersebut dalam bahasa Inggris lalu menuliskannya di papan tulis. R kemudian meminta Ss untuk menuliskan semua hal yang mereka ketahui tentang Kangaroo pada kolom K (*What I know*). Setelah Ss selesai berdiskusi dan melengkapi kolom K, R kemudian meminta Ss melengkapi kolom berikutnya yaitu kolom W. Pada bagian ini, Ss menuliskan hal hal yang mereka ketahui terkait topik. R menuntun Ss dengan memberikan beberapa pertanyaan *What do you want to know about kangaroo?* Sebelum Ss mengungkapkan ide nya, R menjelaskan bahwa pertanyaan yang mereka buat harus pertanyaam yg jawabannya mungkin akan mereka temukan di teks sehingga Ss bisa lebih berhati hati dalam membuat pertanyaan.**

101

Kemudian beberapa Ss mengungkapkan ide mereka, "Hmm... I want to know what does kangaroo eat Miss. Beberapa Ss laki laki masih sesekali mengajukan pertanyaan yang menurut mereka lucu, *how high Kangaroo can jump Miss, lompat pagar bisa ga ya Miss?*. Kemudian R meminta Ss menuliskan hal hal yang ingin mereka ketahui tersebut pada kolom W.

Selanjutnya, R membagikan teks berjudul Kangaroo kepada Ss. R meminta Ss membaca teks secara berkelompok. Sebelum Ss membaca teks, R menjelaskan bahwa Ss harus mencari jawaban dari pertanyaan mereka. *Now, you have to try to find the answer for your questions in the text.* Ketika membaca teks,

kalian harus fokus untuk menemukan jawaban dari pertanyaan kalian. Cara yang efektif, misalnya tdi ada yang ingin tahu “What does kangaroo eat?”. Untuk menemukan jawabannya, kalian coba cari kata eat d teks sekilas. Di sini R menjelaskan tentang strategi mambaca skimming dan scanning. Setelah selesai menjelaskan, R memberi waktu 15 menit bagi Ss untuk membaca teks dan mencoba menemukan jawaban dari pertanyaan mereka lalu menuliskan pada kolom terakhir. Selama membaca teks, kebanyakan Ss masih membuka kamus untuk mengartikan kata kata sulit yang mereka ketahui. Bahkan beberapa Ss masih menerjemahkan teks yang mereka baca. Setelah 15 menit, R meminta Ss berhenti membaca dan segera mendiskusikan hasil diskusi mereka. Beberapa Ss belum selesai membaca. Mereka kehabisan waktu karena mereka terlalu fokus untuk menerjemahkan teks yang mereka baca. Wah Miss, belum kelar Miss. Baru juga diartikan 2 paragraf, belum ketemu jawabannya. Kemudian R bertanya, How come? Kan diartiin Miss, biasanya juga diartiin kok. Hal ini menunjukkan bahwa Ss belum bisa menggunakan strategi skimming dan scanning. Ss masih melakukan kebiasaan lama mereka dengan menerjemahkan teks.

R kemudian memberi tambahn waktu 5 menit bagi kelopmok yang belum selesai. Kemudian R memastikan bahwa Ss selesai melengkapi KWL chart mereka. Kemudian, R mengajak Ss untuk merangkum secara bersama-sama mengenai teks yang telah dibaca. R bertanya apakah isi dari teks yang mereka baca. Ada Ss yang menjawab, tentang kangaroo dan hal hal yang berkaitan dengan kangaroo secara general. Kemudian R menanyakan apakah Ss bisa menemukan jawaban dari pertanyaan mereka. Beberapa kelompok ada yang mampu membuat pertanyaan yang jawabannya mereka temukan di teks. Kelompok yang lain ada pula yang hanya menemukan 1 jawaban, namun mereka menemukan fakta lain yang menurut mereka menarik. Hal ini menunjukkan bahwa sudah ada pengaruh yang positif dari implementasi teknik KWL walaupun belum maksimal. Sebelum masuk pada kesimpulan, R meminta Ss untuk mengecek KWL chart mereka. **“Now, let’s check your KWL chart. Can you find all the answers for your questions in the second column, Rani?” asked the researcher. No Miss, I asked about how deep the pouch. But I couldn’t find it. Tapi saya dapat pengetahuan kalau bayi kangguru itu selama 5 bulan ada di kantong”, said one student. “Good, how about you Ridwan?” Sukses Miss, ada pertanyaan yang terjawab, yang berapa kecepatan kangaroo waktu lari, di text ada kata run yang artinya lari trus ada keterangannya, can also run at speeds of over 45 kilometres per hour. Hour artinya jam kan Miss? Brarti kecepatannya 45 km per jam. Trus tadi sebelum baca saya tahu kalau Kangguru makan rumput. Di teks ada kata eat grass. Berarti benar. Good job Rani, Ridwan.”**

R kemudian mengajak Ss untuk menyimpulkan jenis teks apa yang mereka baca. Beberapa Ss menjawab teks deskriptif,tetapi ada juga yang menjawab teks report. P menjelaskan bahwa teks yang mereka baca adalah teks report. R dan Ss merangkum bersama-sama mengenai materi pelajaran hari ini. R akhirnya memberikan pekerjaan rumah yang seharusnya dikerjakan di kelas. Kemudian R

meminta Ss untuk mengumpulkan *hasil pekerjaan mereka* mereka. Lalu, R menutup pelajaran dengan berdoa.

Field Notes 7

Hari, tanggal : Senin, 10 September 2013

Jam : 07.30

Kegiatan : Pertemuan 2 (Cycle 1)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang kesekolah pukul 6.45. Kemudian P langsung menuju ruang guru untuk menemui ET1 dan memastikan bahwa R telah menyiapkan segala sesuatu yang dibutuhkan dalam kegiatan pembelajaran hari ini. Setelah jam 7.00 tepat bel berbunyi, R bersama ET1 dan ET2 langsung menuju laboratorium bahasa.

Sampai di ruang kelas, R langsung mengajar sementara ET1 dan ET2 duduk dibelakang. Pada saat R masuk, suasana kelas masih agak ramai. Setelah P menyapa mereka, kemudian mereka diam. P membuka pelajaran dengan berdoa. Lalu, R mengecek persensi. Ada satu Ss yang tidak masuk pada hari ini. Setelah itu, R mengulas kembali pelajaran yang lalu dengan memberikan pertanyaan, "*What did you learn last week?*". Beberapa Ss menjawab "membaca teks *Kangaroo* Miss. Yang bisa loncat pagar". Hampir semua Ss mengingat materi yang diberikan oleh R.

Setelah memastikan bahwa Ss paham dengan penjelasan R, R memberikan apersepsi kepada Ss secara umum mengenai kota-kota di Australia. Kebanyakan dari mereka mengetahui kota Sydney. "**What do you know about Sidney?**" "**In one of capital city Miss**". "**Good, others please?**" Tidak ada jawaban dari Ss. "**Ok, I will show you a picture**". R kemudian menunjukkan landmark kota sidney, Sidney Opera House. "*Ow, pernah liat Miss, itu bangunannya kayaknya buat konser. Boleh ditulis di What I want to know column ya Miss misalnya, what is the name of the building?*" Ya, boleh, jawab R.

R lalu meminta Ss membentuk kelompok. Tiap kelompok terdiri dari 4 Ss. Kali ini R menentukan anggota masing masing kelompok dengan menyuruh siswa menghitung 1 sampai 8. Setelah kelompok terbentuk, kemudian R memberikan worksheet berupa KWL chart untuk setiap kelompok. R meminta Ss untuk memulai melengkapi KWL chart tersebut mulai dari kolom K, W, dan L.

Sebelum siswa mulai mengerjakan, R memberi beberapa kosakata terkait topik untuk membantu siswa. R menulis beberapa kosakata di What I Know column. Kemudian meminta siswa menentukan kosakata mana yang terkait topik. "**Di sini, ada beberapa kosakata yang terkait topik bacaan. Dari 8 kosakata, ada 3 yang tidak terkait topik. Now, as far as you know, which words are related to our topic, and which are not. Di antara kalian, ada yang tahu**

artinya?” Some of the students gave their answers. “OK, mari kita bahas kosakata ini.”

Setelah selesai membahas beberapa kosakata terkait text, R meminta siswa menuliskan hal hal yang mereka ketahui terkait topik di *What I Know* column. Setelah siswa selesai menuliskan hal hal yang mereka ketahui, siswa diminta mengisi column kedua. Di kolom ini, siswa harus membuat pertanyaan sendiri mengenai hal hal yang ingin mereka ketahui terkait topik bacaan.

R lalu berkeliling untuk memonitor kegiatan Ss dalam membaca dan memberikan *feedback*. Ketika Ss masih dalam tahap *preview*, R melihat ada satu kelompok yang sedang menulis di kolom K. Mereka menulis hal hal yang telah mereka ketahui terkait topik bacaan. Mereka juga menuliskan banyak hal yang ingin mereka ketahui. Hal ini menunjukkan bahwa Ss sudah mengerti apa yang harus mereka lakukan di *preview*. Ketika R berkeliling lagi untuk memonitor kelompok yang lain, R melihat bahwa hampir semua kelompok mengerjakan sesuai dengan apa yang P terangkan. Pada pertemuan ini, sudah banyak Ss yang mencoba menebak arti suatu kata dengan melihat konteks kalimat.

Setelah Ss berdiskusi. R meminta beberapa kelompok untuk mempresentasikan hasil diskusi mereka. Ketika R memberikan kesempatan kepada Ss, namun mereka malah saling tunjuk satu sama lain. Akhirnya ada perwakilan dari salah satu kelompok maju ke depan. Setelah Ss tersebut mempresentasikan hasil diskusi dari kelompoknya, R memberi kesempatan kepada kelompok lain untuk menanggapi apa yang telah dipresentasikan. Kemudian R bersama sama Ss merangkum apa yang telah mereka pelajari berdasarkan kolom *What I learned*.

Setelah semua selesai, akhirnya R bersama Ss merangkum bersama-sama mengenai apa saja yang dipelajari hari ini. P lalu menutup pelajaran dengan berdoa.

Field Notes 8

Hari, tanggal : Sabtu, 15 September 2013

Jam : 10.00

Kegiatan : Pertemuan 3 (Cycle 1)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah tepat pukul 10.00 di temani ET 1 dan ET 2. Kemudian R menuju laboratorium bahasa. Sampai di laboratorium bahasa, R langsung mempersiapkan laptop dan LCD. Tepat pukul 10.15 bel berbunyi. Siswa yang telah diberitahu sebelumnya, datang ke laboratorium bahasa tepat waktu.

R membuka pelajaran dengan memimpin doa lalu mengecek kehadiran siswa sebelum masuk ke pelajaran pada pertemuan ke 3 ini, R mereview topik pembahasan sebelumnya. Hampir semua siswa mengingat pelajaran sebelumnya.

R bertanya, *“What did you learn yesterday?”* Ss answered *“Report texts”, P* *“What is the social function of report texts?”*, Ss *“To give information of something Miss, generally. A R “What is the generic structure then?”, Ss “General classification and description”, How about the tenses?” asked the researcher. “Using simple present tenses Miss”.*

Setelah selesai mereview pembelajaran sebelumnya, R memberikan apersepsi tentang materi yang akan mereka pelajari pada pertemuan ke 3 ini. R bertanya, *“Do you know any cultural events in your region? “Ngunduh mantu Miss, wedding.” Good Any other ideas?”* Siswa terlihat bingung. Kemudian R bertanya kembali. *“How about other courtney? Halloween.” OK. “Ketika ada text yang topiknya tentang cultural event, kira-kira teks itu akan membicarakan apa? “Hm, pasti nanti susunan acaranya Miss, terus meaningnya apa dari masing-masing itu. May be Miss.” Good. Now let me show you a text. R kemudian menunjukkan teks berjudul thanks giving kepada siswa. “Let me discuss about this text. R kemudian membahas model teks berjudul thanks giving. R bersama siswa membahas struktur teks dan kosa kata terkait teks.*

Setelah sekitar 10 menit membahas teks berjudul thanks giving, R kemudian menunjukkan gambar kepada siswa. R kemudian menyuruh siswa untuk membuat table Kwl pada buku mereka. Setelah siswa menggambar table KWL, R bertanya pada siswa. *“What do you know about this? Owh, itu namanya mitoni kalau di sini Miss. Mitoni apa ya? Seven months Miss. Any other ideas? “That is tingkeban Miss”, siswa lain menjawab. Good, tingkeban. Now, Im your K columm, write the things you know about tingkeban”.* Kemudian secara berkelompok siswa menuliskan hal-hal yang mereka ketahui terkait tingkeban. Setelah 5 menit, R meminta siswa membaca hasil diskusi mereka. Setelah selesai, siswa mengisi kolom W. Mereka menuliskan hal-hal yang ingin mereka ketahui terkait topic. Selesai menuliskan hal yang ingin mereka ketahui, siswa kemudian membaca teks yang diberikan oleh R. R memberi waktu 5 menit kepada siswa untuk membaca teks secara sekilas. Kemudian menuliskan garis besar isi teks tersebut di kolom L. R membimbing siswa untuk mengisi kolom L. sambil berkeliling, R melihat pekerjaan siswa. R melihat beberapa siswa sudah menemukan jawaban sari pertanyaan di kolom W.

Setelah 5 menit R meminta siswa berhenti membaca. R kemudian bertanya, *“ What is the text about? “It’s about tingkeban, the step and meaning meaning Miss.” Well, ok, now you may read the text to find the answer for your own question.”* Siswa kemudian membaca teks tersebut sampai selesai dan melengkapi kolom L. Setelah siswa selesai R meminta siswa mempresentasikan hasil diskusi dan pekerjaan mereka. Beberapa kelompok mampu menemukan jawaban dari pertanyaa yang mereka tanyakan pada kolom W. Secara garis besar, siswa mampu mengetahui isi teks dan detail information dalam teks setelah menggunakan

strategi skimming and scanning. Selama membaca, beberapa siswa masih kesulitan menemukan makna dari kata-kata sulit. Mereka masih sering bertanya dan meminta izin untuk menggunakan kamus. Ini menunjukkan bahwa siswa masih kesulitan dalam menebak arti kata sukar.

Setelah membahas hasil diskusi mereka siswa diberi beberapa pertanyaan pemahaman terkait bacaan. Ada 5 pertanyaan terkait bacaan. R memberi waktu 10 menit pada siswa untuk menjawab pertanyaan. Setelah selesai, siswa dan R bersama-sama membahas jawaban siswa. **Ketika Ss menemukan soal untuk menemukan arti kosa kata –fragrant, siswa bisa menjawab bahwa arti kata tersebut adalah wangi. Saat R melihat lembar jawaban Ss, Ss menulis seven fragrant flower dan menulis seven adalah 7 sementara flower adalah bunga, maka fragrant adalah wangi. Ini berarti siswa sudah mulai mengerti penggunaan fix-up strategies.** Sebelum selesai membahas, bel berbunyi. R minta siswa mengumpulkan hasil pekerjaan mereka. R lalu menutup pelajaran dan memimpin doa karena kebetulan hari itu jam terakhir.

Field Notes 9

Hari, tanggal : Senin, 17 September 2013

Jam : 07.30

Kegiatan : Pertemuan 4 (Cycle 2)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah tepat pukul 8.00 langsung menuju ke ruang guru. R menunjukkan RPP yang akan digunakan pada hari ini setelah ada beberapa perubahan. Tepat pukul 8.30 R bersama ET 1 dan ET 2 menuju ke laboratorium bahasa. Sesampainya di laboratorium bahasa, siswa sudah berada di sana. Kebetulan LCD dan laptop sudah dipersiapkan oleh guru pada pelajaran sebelumnya.

R kemudian membuka pelajaran sementara ET 1 dan ET 2 duduk di belakang sambil mengisi observation sheet sebagai penilaian untuk R. R membuka pelajaran dengan menyapa siswa. *“Good morning”. “Good morning Miss. Hari ini ngapain Miss? Nonton film?” No, I still need your help.” We are going to read text and complete Kwl chart.” Ow, after that, may we watch movie Miss?” “Hm, ask Miss Isti.” So, what we are going to learn Miss?” “Good question. Before we talk about our topic to day. I’d like to ask you first. Have you ever read fairy tales? Beberapa siswa menjawab, “Cerita-cerita fiktif gitu kan Miss?” Like Cinderella.” “Good”. “Pasti hari ini belajarnya narrative.”* Beberapa siswa telah menebak bahwa hari itu mereka akan belajar narrative text. R lalu mereview pengetahuan siswa tentang teks naratif dan contoh cerita naratif. R menanyakan mengenai generic structure of the text, dan tenses. Setelah selesai

mereview text mengenai pengetahuan siswa tentang teks. R membagikan Kwl chart pada siswa.

R kemudian meminta siswa untuk membentuk kelompok. Setelah kelompok terbentuk R menunjukkan beberapa gambar pada siswa. Kemudian R bertanya pada siswa “...Ok, so, what may the story be?”asked the researcher. **“Me me me Miss, that’s about a son and his mom. They poor,”said a student enthusiastically. That may be about magic beanstalk Miss,” said another student.“OK good. Write them down on your first column,”said the researcher.** “Can you guess the title of the text we are going to read based on the pictures I show you?” “Bean stalk Miss”. “Itu yang di sinetron-sinetron di TPI.” “Jack and the bean stalk Miss.” “Good, Jack and the bean stalk. Now I’ll give you some vocabulary related to the text. But before that, can anyone guess what vocabulary you may foubd? Beberapa siswa yang telah tahu ceritaberjudul “Jack and the bean stalk menyebutkan beberapa kosa kata. Namun masih ada diantaranya yang tidak tahu kata tersebut dalam bahasa Inggris. R membantu memberikan bahasa Inggris kata-kata yang disebut siswa. Di sini R menerapkan “preteaching vocabulary” agar siswa lebih mudah untuk memahami teks. Di samping menanyakan pada siswa tentang kosa kata yang mereka ketahui, R menambahkan beberapa kosa kata.

R kemudian meminta siswa membaca teks secara sekilas. Setelah itu, R meminta siswa melengkapi kolom K dan kolom W. Siswa kemudian mempresentasikan hasil pekerjaan mereka. R kemudian memberi waktu pada siswa untuk membaca teks tersebut secara seksama. Pada bagian ini, siswa melakukan skimming dan scanning. Setelah selesai semua siswa mempresentasikan hasil pekerjaan mereka. Pada Cycle 2 ini R meminta siswa untuk menuliskan reflection dari apa yang telah mereka pelajari. Ini bertujuan untuk membuat siswa paham tentang moral value of the text. **“Now, you have to write on you paper about what the most interesting things you learn form the text,” said the reseacher. “Apa aja boleh Miss?”asked a students.”**

R kemudian memberikan beberapa pertanyaan pada siswa terkait teks. Siswa diminta untuk mengerjakan soal tersebut secara individu.

Tepat pukul 10, bel istirahat berbunyi. R menutup pelajaran hari itu dengan menerangkan materi pembelajaran pada hari itu.

Field Notes 10

Hari, tanggal : Sabtu, 22 September 2013

Jam : 07.30

Kegiatan : Pertemuan 5 (Cycle 2)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah tepat pukul 11.30. Hari itu pelajaran di mulai pukul 12.00 setelah sholat dhuhur. Sesampainya di sekolah, P langsung menuju ke

laboratorium bahasa. Di laboratorium bahasa, ET 1 dan ET 2 sudah menunggu. R lalu mempersiapkan LCD dan laptop serta semua yang dibutuhkan untuk pelajaran hari itu seperti teks, worksheet dan lain-lain. R juga mempersiapkan daftar hadir siswa. Sembari menunggu siswa masuk kelas, R kemudian berbincang-bincang dengan ET 1 dan ET 2. Tidak lama kemudian, bel masuk kelas berbunyi. Siswa-siswa masuk ke kelas tepat waktu.

Setelah semuanya siap, R membuka pelajaran dengan menyapa siswa serta mengecek kehadiran siswa. Ada 2 orang siswa yang tidak masuk pada hari itu. Setelah itu, R mengulas materi pembelajaran pada pertemuan sebelumnya. Beberapa siswa masih mengingat materi pembelajaran yang diberikan minggu lalu. R bertanya, "What did you learn last week?" We learned narrative Miss. Can you tell me what narrative text is? "Narrative is a text that tells about fiction. It is for entertain or amuse the reader. "Good Lina." How about the tenses used?" "Using past tense Miss like was, werw, -ed." "Kk." Today, we are going to read narrative text again, but with a different topic. Well, let me show you a pictures. R menunjukkan beberapa gambar ayam dan kaki seribu. Siswa masih terlihat bingung.

R wrote some vocabulary related to the topic then asked, "They are the vocabulary you are going to find in the text. Di antara kalian, ada yang tahu artinya?" Some of the students gave their answers. "OK, mari kita bahas kosakata ini.

R dan siswa mendiskusikan arti dari masing-masing kata. Kemudian R meminta siswa mengumpulkan lagi kamus yang telah mereka gunakan. Sekarang kan sudah tau arti kata-kata tersebut. Then I'd like to show you the title of the text we are going ti read." "R kemudian menunjukkan judul teks yang akan mereka baca. "The title is cock and Millipede." "Ow, ayam jantan dan klabang" celetuk seorang siswa." **"What do you think the story will be about?" tanya R. "Tentang persahabatan, trus jadi musuhan Miss, "kata seorang siswa. "In English please, kata R. "Wah, malu kalau salah Miss," kata siswa tersebut. "No problem. Don't worry of making mistakes. I'll help you to corrett it," kata R. "Hm, about friend and musuh? Apa ya musuh tadi?" Enemy, "jawab siswa yang lain. Ya, friend becomes enemy Miss."**

R lalu menunjukkan paragraph pertama pada slide. R lalu memberikan waktu satu menit pada siswa untuk membaca teks tersebut. Setelah satu menit, R meminta siswa untuk menuliskan hal yang mereka tahu setelah membaca teks secara sekilas. R juga meminta siswa untuk menebak isi paragraph setelahnya dalam bentuk pertanyaan di kolom W. begitu seterusnya sampai paragraph terakhir sampai semua kolom dilengkapi R dan siswa kemudian membahas apa yang telah mereka pelajari dan mereka bahas. Beberapa kelompok diberi kesempatan untuk merangkum materi yang telah merka pelajari.

Pukul 13.30 bel berbunyi. R lalu merangkum materi pada hari itu R tidak memberi pertanyaan pemahaman mengenai teks pada hari tersebut kemudian R menutup pelajaran dengan berdoa bersama.

Field Notes 11

Hari, tanggal : Senin, 24 September 2013

Jam : 07.30

Kegiatan : Pertemuan 6 (Cycle 2)

Tempat : Ruang Guru

ET1 : English Teacher 1 (Bu Isti Rahayu, S.Pd)

R datang ke sekolah tepat pukul 11.30. R langsung menemui ET 1 di perpustakaan. Sesampainya di perpustakaan R berbincang bincang dengan ET 1. Lima belas menit kemudian R dan ET 1 menuju ke laboratorium bahasa. Di sana, ET 2 sudah menunggu R lalu menyiapkan media pembelajaran yang akan digunakan pada hari itu.

Pukul 12.05 siswa masuk ke ruangan R langsung meminta siswa untuk duduk dan segera memulai pelajaran hari itu. R membuka pelajaran dengan mengucapkan salam, mengecek kehadiran siswa dan mengulas pelajaran pada pertemuan sebelumnya. Dari beberapa pertanyaan R mengenai generic struktur dan ciri kebahasaan teks naratif, siswa masih mengingatnya. Setelah yakin siswa telah memahami teks naratif, R segera masuk ke materi pada hari itu.

“Ok class, today. I am going to give you a naratif text, again, so you don’t be bored.” “Jangan panjang-panjang Miss?” Dari pertanyaan siswa tersebut terlihat bahwa mereka sudah mulai terbiasa dengan penerapan KWL di kelas.

“Now I’ll give some vocabulary in your K column. You have to choose which belong to the topic we are going to discuss. R lalu membagikan KWL chart yang sudah di beri beberapa kosa kata pada kolom K. “And the title of the text is “Alibaba and the Fourty Thieves.” Ok, silahkan dikerjakan.

R memberi waktu 10 menit pada siswa untuk menentukan kosa kata yang kira-kira akan mereka temukan dalam teks. Kemudian setelah selesai, R memberi waktu 10 menit lagi pada siswa untuk melengkapi kolom W dengan membuat beberapa pertanyaan terkait teks. Setelah semua selesai, R menunjukkan paragraph pertama pada slide. Siswa di minta untuk membaca sekilas teks tersebut dan membuat prediksi tentang isi paragraph berikutnya. Begitu seterusnya sampai paragraph terakhir. Karena teks sangat panjang, R membutuhkan waktu sekitar 20 menit. Setelah semuanya selesai, R meminta beberapa kelompok untuk merangkum apa yang telah mereka baca berdasarkan KWL chart mereka. Setelah selesai, kemudian R memberikan beberapa pertanyaan secara lisan kepada siswa.

Tepat pukul 13.0, bel berbunyi. R langsung mereview materi pelajaran pada hari tersebut, lalu menutup kelas dengan berdoa.

APPENDIX B

INTERVIEW TRANSCRIPT

APPENDIX C: INTERVIEW TRANSCRIPTS

NB :
R : Researcher
T : English Teacher
S : Students

Interview 1 (Observasi awal)

Hari, Tanggal : Rabu, 29 Februari 2012
Pukul : 08.30
R : Researcher
ET 1 : English Teacher (Ibu Isti Rahayu, S.Pd)
T : Ruang tamu di ruang guru.

R : Selamat siang Bu Isti.
ET1 : Hallo mbak Yuni, apa kabar? Lama tidak ketemu mbak Yuni ini.
R : Alhamdulillah baik Bu.
ET1 : Gimana mbak, ada yang bisa saya bantu mbak? Katanya mau mengadakan penelitian di sini ya?
R : Iya Bu. Saya bermaksud mengadakan penelitian di sini untuk skripsi Bu. Kebetulan skripsi saya action research.
ET1 : Ow, begitu ya mbak? PTK kan? Kebetulan kan ini kita juga habis ada pembahsan mengenai PTK. Nanti saya malah bisa belajar dari mbak Yuni ya.
R : Ya nanti belajar sama sama ya Bu. Kalau di kelas XI yang paling susah apa ya BU?
ET1 : Reading mbak. Mereka itu males kalau disuruh baca teks. Padahal kan pembelajaran saat ini banyak diutamakan ke jenis-jenis teks gitu kan ya. Minggu kemaren saya ajarkan teks narrative. Banyak dari mereka bilang kalau teks nya susah dan banyak kata-kata sukar. Bisa dibilang kosa kata yang mereka kuasai itu masih kurang. Mereka juga sangat tergantung pada kamus mbak. Sebenarnya kan kalau baca tapi terlalu sering buka kamus juga gag boleh. Tapi mau gimana lagi mbak, kalau gag pakai kamus mereka juga ga ngerti apa apa.
R : Kalau materi nya gimana Bu?
ET1 : Kalau soal materi, biasanya saya ambil dari buku-buku mbak. Ada beberapa buku yang saya pakai. Tapi yang paling sering saya pakai itu Look A Head mbak.
R : Ada masalah atau tidak Bu untuk pemilihan teks nya atau materi materi nya?
ET1 : Ada mbak. Kadang mencari teks yang sesuai sama kemampuan siswa itu agak susah. Kadang terlalu panjang. Kadang kata katanya terlalu sulit. Dan untuk kelas XI kan biasanya bentuknya teks yang ndladrah to mbak, tidak ada gambar yang menarik. Padahal kalau ada gambar siswa itu juga lumayan terbantu.
R : Kalau begitu, untuk lebih jelasnya apa saya boleh ikut ke kelas ya Bu, untuk melihat masalh masalah terkait reading?

ET1 : Ow, silahkan mbak. Anak anak pasti pada seneng ketemu mbak Yuni lagi. Dulu pas KKN ngajar mereka juga kan?

R : Iya Bu. Kira kira kapan ya Bu saya bisa ikut ke kelas?

ET1 : Nanti masalah waktu saya sms ya mbak, soalnya ini mau ada ulangan dulu.

R : Ow, iya Bu, terimakasih banyak ya Bu. Kalau begitu sya permisi Bu.

ET1 : Iya mbak, sama sama. Nanti saya hubungi mbak Yuni lagi.

Interview 2

Hari, Tanggal : Rabu, 29 Agustus 2012

Pukul : 09.00

R : Reseacher

ET 1 : English Teacher (Ibu Isti Rahayu, S.Pd)

T : Ruang tamu di ruang guru.

R : Selamat pagi Ibu.

ET1 : Selamat Pagi mbak Yuni. Gimana mbak Yuni jadi penelitian kan?

R : Iya Bu, jadi. Setelah saya observasi ke kelas kemarin saya sudah menemukan beberapa masalah terkait reading dan saya nanti akan coba memakai teknik untuk mengatasi masalah tersebut Bu.

ET1 : Terus ini mbak Yuni jadinya mau pakai teknik apa?

R : Memakai KWL bu. Nanti pakai chart.

ET1 : Ow, graphic organizer gitu ya?

R : Benar bu, jadi nanti siswa mengisi KWL chart sebelum dan setelah membaca teks. Nanti saya akan tunjukkan RPP saya ke Bu isti sekalian minta saran dari Ibu.

ET1 : Hm, iya mbak. Nanti saya bantu sebisa saya ya.

R : Terima kasih banyak ya Bu. Ini saya mau langsung permisi Bu, mau wawancara siswa.

ET1 : Iya mbak. Silahkan.

Interview 3

Hari, Tanggal : Rabu, 29 Agustus 2012

Pukul : 08.30

R : Peneliti

S : Student (Ridwan)

T : Depan Ruang Kelas XI IPS 2.

R : Halo dek Ridwan.

S : Lhoh, mbak Yuni balik lagi ke sini. Ngapain mbak?

R : Ini mau penelitian buat skripsi. Boleh minta waktunya gag dek? Mau nanya nanya sebentar.

S : Ow, boleh dong mbak. Mau nanya apa mbak?

R : Menurut kamu pelajaran bahasa Inggris itu susah gag dek?

S : Susah banget mbak.

- R : Yang paling susah apa?
 S : Kalau disuruh baca teks mbak. Wah, males banget mbak. Teks nya panjang panjang. Kata kata nya susah.
 R : Biasanya kalau pas pelajaran membaca gitu sama Bu Is disuruh ngapain?
 S : Ya baca teks panjang gitu mbak. Trus disuruh jawab pertanyaan. Kalau udah selesai disuruh nulis di papan tulis trus dibahas. Udah.
 R : Kalau sebelum membaca itu Bu Isti membimbing kalian ga?
 S : Membimbing gimana mbak? Kita Cuma langsung disuruh membaca teks nya trus jawab pertanyaan.
 R : Kalian kalau membaca dan memahami teks nya gimana? Biar ngerti isinya.
 S : Pakai kamus mbak. Diartiin gitu.
 R : Ga pakai strategi biar bacanya efisien?
 S : Ga mbak, ga pernah diajari kok.
 R : Teks nya sering ada gambarnya ga dek?
 S : Ga mbak, Cuma teks panjang.
 R : Ok dek. Terimakasih ya buat waktunya.

Interview 4

Hari, Tanggal : Rabu, 29 Agustus 2012

Pukul : 09.30

R : Researcher

S1, S2, S3 : Students 1,2,3

T : Perpustakaan

- R : Met siang semuanya.
 S1,S2, S3 : Hai mbak. Siang.
 R : Baru sibuk baca baca buku ya? Mbak Yuni boleh minta waktunya sebentar ga?
 S1 : Ga sibuk kok mbak. Nanya apa mbak?
 R : Nanya nanya soal pelajaran bahasa Inggris. Ni kan kalian baca baca buku di sini, seneng membaca ya?
 S2 : Seneng mbak. Tapi kalau aq bacanya yang bahasa Indonesia. Lina ni mbak yang suka bahasa Inggris. Tanyain aja mbak pakai bahasa Inggris.
 R : Oya? Lha, sekarang yang mau mbak Yuni tanyain, kenapa ada yang suka ama baca teks bahasa inggris, kenapa ada yang nggak?
 S1 : Susah mbak. Liat teks nya yang panjang aja udah males. Banyak banget ngartiinnya.
 S3 : Iya mbak, sama. Cuma baca terus ngerjain soal soal gitu. Males bacanya.
 S2 : Kalau aku emang dasarnya seneng bahasa Inggris sih mbak.
 R : Sebentar, ni tadi dek 1 ma 3 kok bilang ngartiinnya banyak? Memangnya kalau baca teks itu diartiin satu satu ya?
 S1 : Iya mbak. Pakai kamus. Kan boleh pakai kamus mbak. Kalau gag pakai kamus ya gag bisa mbak.
 R : Bacanya gag pakai strategi ya? biar cepet ga perlu ngartiin?

S3 : Strategi apa mbak? Gag tau caranya. Kalau biar paham isinya kan diartiin satu satu. Waktu kelas satu juga kayak gitu kok.

R : Ok. Kalau dek 2 gimana caranya biar bisa memahami teks?

S2 : Kalau aku biasanya nebak mbak artinya. Ama kalau disuruh jawab pertanyaan biasanya aku baca pertanyaannya dulu mbak. Baru aku nyari jawabannya di teks.

R : Menurut kalian, biar bisa membantu memahami teks itu gimana?

S2 : Kalau menurut aku pakai gambar mbak. Kan misalnya kalau ada gambarnya sebelumnya kita bisa membayangkan mbak. Jadi lebih mudah memahami teks nya.

R : Ok Dek. Makasih banyak dek buat waktunya.

S1, S2, S3 : Sama sama mbak.

Interview 5

Hari, Tanggal : Rabu, 29 Agustus 2012

Pukul : 13.00

R : Researcher

S : Student (Wahyudin Saputra)

T : Ruang kelas

R : Hai Dek Putra. Boleh minta waktunya buat tanya tanya ga Dek?

S : Boleh mbak. Tanya aja. Tanyanya pakai bahasa Indonesia ya Mbak tapi.

R : Iya. Mbak Yuni cuma mau nanya kalau pelajaran reading sama Bu Is gimana Dek? Enak ga?

S : Gag Enak mbak kalau baca. Susah. Teks nya kan panjang panjang mbak.

R : Biasanya kalau pelajaran reading disuruh ngapain?

S : Disuruh baca teks, ambil kamus di perpustakaan, disuruh baca teks, jawab pertanyaan, terus dibahas bersama sama mbak. Biasanya ditunjuk satu satu gitu. Tapi ga semuanya yang ditunjuk.

R : Terus kesulitan kamu kalau pelajarn bahasa Inggrisnya disuruh baca apa?

S : Susah artinya sama kalau buka kamus kelamaan.

R : Ama Bu guru ga dibantu dek?

S : Gag mbak, kan disuruh baca sendiri. Paling nanti setelah selesai itu baru dibahas sama sama baru kita tahu benarnya.

R : Ok Dek, makasih banyak ya buat waktu sama informasinya.

S : Sama sama mbak. Tapi jangan dibilangin ma Bu Is lho mbak.

R : Iya, tenang aja.

PENELITIAN

Pertemuan 1 Cycle I

Interview 6

Hari, Tanggal : Sabtu, 8 September 2012

Pukul : 08.30

R : Reseacher

S1&S2 : Students (Fitri&Rani)

T : Ruang kelas

R : Hai Dek, boleh minta waktunya sebentar ga?

S1 : Boleh mbak. Mau interview ya mbak?

R : Iya ni Dek. Dek Fitri sama Dek Rani, tadi kan udah ngisi tabel KWL, dengan melengkapi kolom K dan W sebelum baca teks tadi cukup membantu ga?

S1 : Menurutku menarik mbak?

R : Maksudnya?

S2 : Jadi kayak main tebak tebak Miss. Apa yang kita tahu sama apa yang pengen kita tahu bisa ditemukan di teks pa ga. Kan otomatis jadi pengen baca teks nya.

S1 : Iya Miss, jadi penasaran dan tertantang buat menemukan jawaban dari pertanyaan yang ada pada What I want to know kolom. Jadi pas baca itu kita tahu apa yang kita mau temukan dalam teks.

R : Jadi kalau baca text yang panjang udah ga masalah ya?

S2 : Iya Miss, kalau teks nya pendek kan jadi tidak yakin informasi yang kita butuh ada pa ga.

R : Kesulitannya apa Dek?

S1 : Ini mbak, kalau ga ada jawabannya di teks. Kan jadi ga ketemu jawabannya.

R : Lalu penggunaan picture cukup membantu kalian tidak?

S2: Iya Miss, kan menarik kalo ada gambarnya. Apalagi kalo buat yang teks report apalagi mbak.

R : Membantunya gimana?

S1: Misalnya kita belum pernah tahu yang namanya comodo dragon, trus ditunjukkan gambarnya. Kan kita jadi tahu kayak apa itu, trus jadi pengen tahu lebih banyak lagi.

Interview 7

Hari, Tanggal : Sabtu, 8 September 2012

Pukul : 08.45

R : Reseacher

ET1 : English Teacher (Isti Rahayu, S.Pd)

T : Ruang Guru

R : Permissi Bu Isti. Ini mau tanya mengenai pertemuan pertama ini Bu.

ET1 : Ya Mbak sini mbak.

R : Menurut Bu Isti dan Bu Nur, pelajaran hari ini gimana Bu?

ET1 : Ya, pertemuan pertama ini sudah berjalan cukup baik Mbak. Mungkin kalau siswa masih sedikit agak bingung kan wajar, maklum baru pertemuan

pertama ya Mbak. Tapi saya lihat tadi siswa tertarik kok dengan cara mengajar Mbak Yuni.

R : Menurut Ibu, penggunaan KWL chart ini bisa membantu siswa tidak Bu?

ET2 : Menurut saya chart nya sudah cukup membantu Mbak apalagi untuk tahap before reading, jadi untuk previewing text. Dan saya rasa previewing teks itu juga penting untuk menuntun siswa memahami teks.

R : Kira kira kekurangannya apa ya Bu?

ET2 : Ini Mbak, kalau dari chart nya sudah tidak ada masalah kalau menurut saya. Cuma tadi kan di observation checklist nya ada mengenai pengenalan strategi membaca yang efisien. Itu nya tadi yang belum terlalu dicontohkan pada siswa, jadi siswanya kadang masih bingung. Mungkin pada pertemuan berikutnya bisa diimprove lagi ya Mbak. Selebihnya sudah lumayan bagus langkah langkahnya.

R : Owh, iya Bu, terima kasih banyak ya Bu.

ET1 : Iya Mbak, sama sama.

Pertemuan 2 Cycle I

Interview 8

Hari, Tanggal : Senin, 10 September 2012

Pukul : 08.30

R : Reseacher

S : Student (Surya)

T : Ruang kelas

R : Hai Dek, boleh minta waktunya sebentar ga?

S : Boleh mbak. Mau tanya tanya ya mbak? Tapi jangan pakai bahasa Inggris lho mbak.

R : Iya, ga pakai bahasa Inggris kok. Pakai bahasa Indonesia aja.

S : Ok mbak kalau pakai bahasa Indonesia siap.

R : Gimana pelajaran bahasa Inggrisnya Dek, pas diajar sama mbak Yuni?

S : Asik mbak. Pelajaran reading nya jadi ga membosankan kok mbak.

R : Surya, sekarang kalau baca teks masih diartikan per kata ga?

S : Ga Miss. Pakai strategi biar cepat nyari informasi yang dibutuhkan di teks nya. Kalau mau nyari informasi yang specific kayak angka, nama atau menemukan main idea ga perlu dibaca semua textnya jadi ga buang buang waktu.

R : Bagus. Masih ada kesulitan ga dek?

S : Ya kan baru 2x pertemuan mbak. Kadang masih susah soalnya biasanya kan kita artiin pakai kamus kata katanya. Sekarang sama mbak Yuni ga boleh pakai kamus.

R : Tapi sedikit sedikit udah mulai bisa ya? Tanpa diartiin satu satu kan bisa paham juga to dek?

S : Iya bisa soalnya dibimbing terus kalau sama mbak Yuni mulai dari sebelum membaca, selama membaca sama sesudah membaca. Jadi ya ga sulit. Coba kalau sendiri ya masih sulit mbak.

R : Begitu ya Dek? Ya sudah, makasih banyak ya Dek.

S : Iya Mbak. Sama sama.

Interview 9

Hari, Tanggal : Senin, 10 September 2012

Pukul : 08.30

R : Reseacher

S : Student (Alif)

T : Kantin Sekolah

R : Hai Dek, boleh minta waktunya sebentar ga Dek?

S : Boleh kok Mbak. Tapi kita sambil makan ya Mbak.

R : Iya Dek, Ga masalah kok. Ni mbak Yuni mau nanya soal pelajaran bahasa Inggris yang tadi. Dek, penggunaan picture cukup membantu kalian tidak?

S : Iya Mbak, kan menarik kalo ada gambarnya. Apalagi kalo buat yang teks report apalagi mbak.

R : Membantunya gimana?

S : Misalnya kita belum pernah tahu yang namanya comodo dragon, trus ditunjukkan gambarnya. Kan kita jadi tahu kayak apa itu, trus jadi pengen tahu lebih banyak lagi.

S : Terus misalnya lagi yang Sidney itu. Setelah liat gambarnya kita jadi tahu mbak. Trus jadi ada bayangan Sidney tu kayak apa?

R : Jadi penggunaan picture cukup membantu ya Dek?

S : Membantu banget Mbak.

R : Ok Dek, makasih banget ya Dek.

S : Sama sama Mbak.

Interview 10

Hari, Tanggal : Senin, 10 September 2012

Pukul : 08.30

R : Reseacher

S : English Teacher (Isti Rahayu, S.Pd)

T : Ruang Guru

R : Permisi Ibuk, boleh minta waktunya sebentar tidak ya Bu?

ET : Boleh dong Mbak Yuni. Gimana gimana?

R : Bagaimana Bu penggunaan gambar tadi? Apakah menurut Bu Isti sudah cukup membantu siswa?

ET : Bagus mbak, ada peningkatan sekarang. Siswa jadi lebih mudah untuk siswa mengungkapkan ide. Selain itu, pakai gambar kan juga mefokuskan siswa pada text yang akan mereka baca. Jadi ide yang keluar juga ga asal.

R : Berarti penggunaan gambar ini cukup membantu ya Bu?

ET : Sangat membantu kalau menurut saya. Dengan gambar kan jadi mbak Yuni bisa mengkungkung siswa agar fokus pada hal yang akan dibicarakan di dalam teks.

R : Terimakasih banyak Bu.

ET : Sama sama Mbak.

Pertemuan 3 Cycle I

Interview 11

Hari, Tanggal : Sabtu, 15 September 2012

Pukul : 13.30

R : Reseacher

S : Student

T : Ruang kelas

R : Siang Dek, boleh minta waktunya ga?

S1 : Boleh mbak.

R : Langsung aja ya Dek ni mbak Yuni mau nanya nanya. Dek, sekarang kalau mau menemukan informasi yang spesifik dalam text seperti nama atau tanggal, lebih mudah atau tidak?

S1 : Mudah Miss.

R : Yang bikin mudah apanya?

S2 : Strateginya. Ga perlu dibaca semua tapi langsung aja cari apa yang perlu dicari. Jadi cepet Miss.

R : Hmm, begitu ya? Ya sudah Dek, terima kasih banyak ya Dek

S : Iya Mbak, sama sama.

Interview 12

Hari, Tanggal : Sabtu, 15 September 2012

Pukul : 13.30

R : Reseacher

S : Student (Rani)

T : Depan Laboratorium Bahasa

R : Halo Dek. Boleh minta waktunya sebentar buat tanya tanya?

S : Halo Mbak. Boleh Mbak. Tapi maaf mbak, ni habis ini mau cepet cepet ke Masjid.

R :Owh, iya Dek, ga masalah kok. Cuma bentar.

S : Iya Mbak.

R : Dek Rani, penggunaan strategi skimming cukup membantu untuk menemukan informasi dalam text tidak?

S : Membantu Mbak. Jadi bacanya sekilas aja kan? Buat menemukan main idea, memprediksi the social function misalnya.

R : Kesulitannya apa Dek ketika menggunakan strategi ini?

S : Belum terbiasa mbak. Jadi kadang masih aku terjemahin kalau baca.

R : Kalau penggunaan KWL nya sendiri gimana Dek?

S : Itu sangat membantu mbak kalau menurutku. Soalnya teks nya tu bener bener diuplek uplek. Dari awal kita juga udah kayak dikasih gambaran teks nya itu bakal seperti apa. Trus jadi menarik juga. Kita jadi semangat baca buat menemukan jawaban dari pertanyaan kita.

R : Hm, Ok Dek. Makasih banyak Ya dek.

S : Sama sama Mbak. Maaf ya Mbak, soalnya keburu buru.

R : OK Dek.

Interview 13

Hari, Tanggal : Sabtu, 15 September 2012

Pukul : 13.45

R : Reseacher

S : Student (Yoci)

T : Depan Laboratorium Bahasa

- R : Dek Yoci sama Dek Ridwan, boleh minta waktunya sebentar ga?
 S : Iya Mbak. Boleh.
 R : Menurut Dek Yoci sama Dek Ridwan, pelajaran bahasa Inggris hari ini gimana?
 S : Menyenangkan mbak.
 R : Yoci, menurut kamu penggunaan fix-up strategies tu gimana?
 S1 : Cukup membantu Mbak
 R : Kalau menurut Dek Ridwan?
 S : Susah mbak. Ada beberapa yang aku tidak bisa menebak. Tapi tadi sambil diskusi sama Yoci jadi bisa.
 R : Secara keseluruhan, menurut kalian, penggunaan KWL chart sama beberapa strategi yang mbak Yuni ajarkan cukup membantu kalian ga?
 S : Cukup kok Mbak. Sekarang paling tidak udah bisa pakai beberapa strategi ketika membaca mbak walaupun masih belum bisa secara total. Kadang masih harus tanya tanya arti katanya.
 R : Kalau penggunaan KWL nya sendiri gimana dek?
 S : Lha itu mbak yang bikin enak. Kalau pakai KWL kan kita pas baca itu merasa kayak dituntun mbak. Jadi ga Cuma disuruh baca trus kita suruh jawab pertanyaan. Setelah memakai KWL jawab pertanyaan pertanyaan mengenai teks nya juga jadi lebih mudah.
 R : OK Dek, makasih ya.
 S : Iya Mbak.

Interview 14

Hari, Tanggal : Sabtu, 15 September 2012

Pukul : 13.45

R : Reseacher

ET : English Teacher (Isti Rahayu, S.Pd)

T : Ruang Guru

- R : Permissi Bu, boleh minta waktunya sebentar Bu?
 ET : Boleh Mbak. Silahkan duduk.
 R : Begini Bu, ini kan sudah 3 pertemuan ya Bu saya ngajarnya. Menurut Ibu bagaimana Bu, apa sudah ada peningkatan?
 ET : Hm, kalau menurut saya sudah cukup mbak ini untuk cycle 1. Siswa sudah mulai ada peningkatan. Indikator di RPP nya saya lihat juga sudah tercapai.

Tetapi bukan berarti sudah ada peningkatan yang signifikan ya Mbak, kekurangan kanan kiri masih ada tapi masih bisa dibenahi nanti pada Cycle berikutnya Mbak.

R : Menurut Ibu, kira kira untuk Cycle 2 nanti apa ya Bu yang paling penting dibenahi?

ET : Kalau menurut saya, masalah siswa dalam mengungkapkan ide ketika sebelum membaca. Coba Mbak Yuni fokuskan mereka biar mau mengungkapkan ide menggunakan bahasa Inggris Mbak. Ini akan mempermudah mereka ketika membaca karena mungkin ketika mereka mengungkapkan ide, mereka akan menemukan kosakata penting yang akan membantu mereka memahami teks tapi mereka sendiri tidak tahu kata tersebut dalam bahasa Inggris. Ketika mereka mengungkapkan ide dengan bahasa Inggris dan ada kata sukar, pada bagian ini Mbak Yuni bisa memberi tahu mereka. Lalu mengenai penggunaan pictures, sepertinya harus ditambah lagi Mbak. Apalagi nanti pada Cycle 2 kan akan mengajar narrative. Gambar gambar akan sangat membantu Mbak.

R : Baik Bu. Nanti saran Ibu akan saya gunakan pada penerapan Cycle 2 Bu. Terima kasih banyak untuk saran sarannya Bu. Ada yang lain tidak ya Bu yang harus saya benahi?

ET : Saya rasa itu dulu Mbak. Iya Mbak, sama sama ya.

Pertemuan 1 Cycle 2

Interview 15

Hari, Tanggal : Sabtu, 17 September 2012

Pukul : 09.30

R : Reseacher

S : Student

T : Depan Laboratorium Bahasa

R : Siang Dek.

S : Siang Mbak.

R : Ini Mbak mau wawancara sebentar ganggu ga ya Dek?

S : Ga Mbak, ni kita juga cuma ngobrol ngobrol aja kok. Mau tanya apa mbak?

R : Mau tanya beberapa hal tentang tentang pelajaran bahasa Inggris yang tadi. Tapi jawabnya harus jujur ya Dek.

S : Ok Mbak.

R : Menurut kamu, setelah Mbak Yuni meminta kalian memakai bahasa Inggris untuk mengungkapkan ide tadi gimana? Tambah susah atau bagaimana?

S : Sebenarnya tambah enak mbak, karna kan kalau ketemu kata kata yang sekiranya jadi kata kunci kan nanti jadi lebih mudah ketika membaca. Tapi ada tapinya Mbak. Kan kadang malu Mbak kalau pake bahasa Inggris.

R : Lho tapi kan ga Mbak Yuni marahin Dek. Malah dibenerin kan?

S : Iya sih mbak, tapi kan pada disorakin Mbak.

R : Ga masalah kan yang penting jadi tahu.

S : Iya Mbak.

R : Terus pelajaran hari ini gimana Dek menurut kamu?

S : Menyenangkan Mbak. Lha teks nya pakai banyak gambar jadi kan menarik, trus jadi bisa lebih mudah untuk mengisi kolom K dan kolom W.

R : Lebih mudahnya gimana maksudnya Dek?

S : Itu lho Mbak, pas brainstorming kan gambar itu bisa kasih stimulasi ide nya apa, trus jadi ada pengen tahu apa aja yang ada di teks. Kan bisa jadi melengkapi kolom K dan W.

R : Hmm, begitu ya. Ok Dek, terimakasih banyak ya Dek udah mau diwawancara. Mbak Yuni mau langsung menemui Bu Isti ni di kantor.

S : Iya Mbak. Sama sama. Good luck ya Mbak.

R : Terima kasih.

Interview 16

Hari, Tanggal : Sabtu, 17 September 2012

Pukul : 14.00

R : Reseacher

ET : English Teacher (Isti Rahayu, S.Pd)

T : Ruang Guru

R : Permissi Bu Is, boleh minta waktu Ibu sebentar untuk wawancara Bu?

ET1 : Silahkan Mbak. Sini duduk.

R : Terima kasih Bu. Ini langsung saja ya Bu saya tanya, menurut Ibu, pelajaran hari ini bagaimana Bu?

ET : Ya, saya rasa untuk hari ini sudah lebih baik daripada yang di Cycle 1 kemarin mbak. Siswa sudah lebih banyak memakai bahasa Inggris, mereka juga sangat tertarik untuk membaca teksnya setelah diberi beberapa gambar, lalu mereka juga sudah mencoba untuk tidak menerjemahkan paragraf tersebut per kalimat. Sudah lebih baik kok mbak. Teknik nya mbak Yuni dengan menyuruh membaca sekilas lalu menulis di what I know, setelah itu dibaca lagi ternyata sangat efektif mbak.

R : Begitu ya Bu? Bu, kalau untuk yang pertemuan berikutnya nanati saya mau potong potong teks nya jadi biar nanti siswa bisa skimming dan scanning bagaimana ya Bu?

ET1 : Oya silahkan saja Mbak. Pokoknya yang menurut Mbak Yuni itu bisa membantu siswa ya silahkan dicoba diterapkan. Nanti saya tinggal kasih saran atau koreksi saja ya.

R : Iya Bu, terima kasih banyak ya Bu. Ini saya mau langsung permissi.

ET1 : Owh, iya Mbak. Monggo. Hati hati di jalan ya Mbak.

R : Iya Bu, Wassalammu'alaikum.

ET1 : Wa'alaikum salam.

Pertemuan 2 Cycle 2

Interview 17

Hari, Tanggal : Sabtu, 22 September 2012

Pukul : 09.30

R : Reseacher

S : Students (Wahyudin Saputra&Elsa Sulistyanto)

T : Depan Laboratorium Bahasa

R : Siang Dek Putra, Dek Elsa. Mbak Yuni ganggu ga ni?

S1&S2 : Ga Mbak, ada apa ya Mbak?

R : Ini mau tanya dan minta pendapat tentang pelajaran bahasa Inggris hari ini.

S2 : Silahkan Mbak.

R : Sebelum baca teks tadi kan kalian disuruh melengkapi *What I Know* column. Menurut kamu waktu melengkapi *What I Know* column tadi gimana? Susah ga?

S : Wah, asik Miss. Tadi saya sama Elsa dan Putra buat membuat prediksi tentang isi teks nya. Kita juga bersaing buat menyebutkan hal hal terkait topik yang kita ketahui dan siapa yang benar.

R : Trus, kamu bisa nemuin jawabannya ga?

S : Dari 5 pertanyaan yang aku buat, yang ada jawabannya 3 Miss. Tapi prediksiku benar semua. Puas rasanya.

R : Kalau sebelum baca text disuruh bikin prediksi seperti itu, kamu jadi termotivasi buat baca textnya ga?

S : O, iya Miss, kan jadi ngrasa penasaran, tertantang buat nemuin jawabannya, trus kalau udah ketemu jawabannya tu puas banget.

R : Terus dengan diajar pake KWL ini kalian merasa terbantu untuk memahami bacaan ga Dek?

S : Terbantu Mbak. Dengan melengkapi tabel KWL tu kita jadi bacanya kayak dituntun mbak. Dari awal sebelum membaca teks samapi akhir setelah membaca teks kan kita benar benar terbantu.

R : Kesulitannya apa?

S : Nebak artinya itu mbak. Sama kadang kadang kalau pertanyaannya yang di kolom W ga ketemu jawabannya tu penasaran mbak.

R : Berarti kalau nebak arti masih agak susah ya?

S : Iya Mbak, tapi mulai terbiasa.

R : Ok Dek, terima kasih ya.

S1 & S2 : Sama sama Mbak.

Interview 18**Hari, Tanggal : Sabtu, 22 September 2012****Pukul : 09.30****R : Reseacher****S : Students****T : Depan Laboratorium Bahasa**

R : Halo Dek, boleh minta waktunya sebentar? Mbak Yuni mau tanya tanya sama kalian.

S1 : Boleh Mbak.

S2 : Tanya apa Mbak? Pakai bahasa Inggris mesti.

R : Ga pakai bahasa Inggris kok. Cuma tanya soal pelajaran tadi aja.

S1 : Ok Mbak. Silahkan.

R : Langsung saja ni ya Dek, menurut kalian, memakai gambar bisa membantu buat memahami teks nya ga dek?

S : Jelas Miss. Kan kalau sebelumnya dikasih gambar kita bisa ada bayangan situasinya bagaimana, tokohnya seperti apa, jadi itu bisa membantu untuk memahami text.

R : Terus, tadi waktu disuruh perhatikan keywords dan ga boleh tanya lagi kalau ketemu kata itu di text gimana dek?

S : Ternyata sangat bermanfaat Miss. Jadi pas baca ga kesulitan dan udah banyak tau arti kosa kata yang sulit.

R : Membantu kalian buat memahami teks ga?

S : Sangat membantu Miss. Selain itu bacanya juga jadi efektif yang tanya tanya terus arti kata yang susah.

R : Hmm berarti sekarang kalau membaca ga perlu diartikan per kata ya Dek?

S : Iya Mbak.

R : Ok Dek, Mbak Yuni rasa udah cukup kok itu aja. Makasih ya Dek waktunya.

S : Sama sama Mbak.

Pertemuan ke 3 Cycle 2**Interview 19****Hari, Tanggal : Senin, 24 September 2012****Pukul : 13.30****R : Reseacher****S : Students****T : Kantin Sekolah**

R : Halo Dek, siang. Baru makan ya? Boleh mengganggu sebentar?

S : Boleh Mbak. Mau makan sekalian Mbak?

R : Gag Dek, makasih. Ini mau tanya tanya aja soal pelajaran bahasa Inggris yang tadi. Dek, sekarang udah ada peningkatan belum setelah dari kemarin menggunakan skimming and scanning pas baca text?

S : Uda banyak peningkatan Miss daripada yang pas pertemuan pertama dan kedua kemarin.

R : Peningkatannya seperti apa?

S : Ya kan sekarang udah terbiasa memakai strategi itu. Jadi udah bisa cepet kalau mau menemukan informasi yang spesifik dan general.

R : Dengan melengkapi kolom KWL bisa membantu kalian memahami teks atau tidak?

S : Bisa mbak. Kalau pake kolom kan dari sebelum membaca, selama membaca, sampai setelah membaca kan dibimbing.

R : Ok Dek. Terima kasih banyak ya Dek.

S : Sama sama Mbak.

Interview 20

Hari, Tanggal : Senin, 24 September 2012

Pukul : 13.45

R : Reseacher

S : Students

T : Depan Laboratorium Bahasa

R : Siang Dek, boleh ga ni Mbak Yuni tanya tanya? Minta waktunya sebentar.

S : Boleh Mbak, silahkan aja.

R : Dek, menurut kalian berdua, setelah memakai strategi membaca kemarin ada ga peningkatan yang kalian dapatkan?

S1 : Ada Mbak. Jadi lebih mudah ketika membaca text.

S2 : Iya Mbak.

R : Jadi lebih mudah gimana maksudnya?

S2 : Lebih efisien Mbak, jadi ga perlu buang-buang waktu buat baca text.

R : Kenapa bisa jadi lebih efisien dan ga buang-buang waktu?

S2 : Kan biasanya kita kalau membaca diartiin per kata per kalimat Mbak. Kita juga boleh pake kamus. Kalau sekarang kita udah bisa pake strategi.

S1 : Iya Mbak, kayak fix- up strategy. Itu bisa bantu kita buat baca lebih dan cari informasi dari teks lebih efisien.

R : Masih ingat ga fix-up strategy buat apa?

S2 : Jelas masih Mbak, udah apal. Kalau fix-up strategy dipakai kalo kita menemukan kata-kata sukar, kita bisa baca kata di depan atau di belakangnya.

Interview 21

Hari, Tanggal : Senin, 24 September 2012

Pukul : 14.00

R : Reseacher

ET2 : English Teacher (Nur Ngaini, S.Pd)

T : Depan Ruang Guru

R : Permissi Bu Nur, bisa minta waktunya sebentar tidak ya Bu?

C : Iya Mbak, silahkan duduk.

R : Begini Bu, saya mau tanya tanya tentang pembelajaran di kelas selama penerapan KWL? Apakah penggunaan strategi dalam teknik KWL ini dapat membantu siswa membaca secara efisien Bu?

- C : Iya mbak. Sangat membantu kalau menurut saya. Penggunaan strategi dapat membantu siswa membaca secara efisien, tidak tergantung pada kamus lagi.
- R : Jadi sudah ada peningkatan ya Bu?
- C : Ow, jelas mbak. Dulu siswa bergantung pada kamus. Mereka kalau membaca itu diartikan per kata. Jadi buang-buang waktu juga. Sekarang mereka bisa baca secara efisien. Kemarin saya lihat mereka jarang buka kamus kalau ga disuruh.
- R : Ini berarti penelitian saya di sini sudah cukup berhasil ya Bu?
- C : Iya Mbak, alhamdulillah. Penelitiannya juga bermanfaat untuk saya jadi saya tahu PTK itu seperti apa.
- R : Kira kira saya perlu menambah Cycle lagi tidak ya Bu? Atau mungkin menambah pertemuannya?
- C : Saya rasa cukup kok mbak.
- R : Jadi saya bisa akhiri Cycle ini ya Bu?
- C : Iya Mbak, silahkan.
- R : Baik Bu, terimakasih banyak atas waktu Ibu.
- C : Iya Mbak, sama sama.
- R : Saya permisi dulu Bu, Wassalammu'alaikum.
- C : Wa'alaikum salam.

Interview 22

Hari, Tanggal : Selasa, 25 September 2012

Pukul : 09.30

R : Reseacher

ET1 : English Teacher 1 (Isti Rahayu, S.Pd)

T : Perpustakaan

R : Selamat siang Bu Isti.

ET1 : Eh, Mbak Yuni, siang Mbak. Monggo duduk dulu. Maaf ya tadi saya tidak bisa menemani sampai selesai.

R : Iya Bu, tidak apa apa. Tadi kan tetap ada Bu Nur. Begini Bu, ini kan sudah pertemuan ke 3 di Cycle 2, menurut Bu Isti apa sudah ada cukup peningkatan Bu?

ET1 : Kalau menurut saya sekarang sudah jauh lebih baik dari Cycle 1 mbak. Kekurangan yang ada di Cycle 1 juga sudah dibenahi di Cycle 2. Teknik Mbak Yuni yang memotong teks jadi per paragraf ternyata juga sangat efektif. Sekarang siswa juga jadi bisa menggunakan strategi membaca yang efisien.

R : Kalau begitu, apa saya sudah bisa menghentikan Cycle 2 Bu?

ET1 : Sudah Mbak karena sudah ada peningkatan. Jadi tinggal Post-test ya Mbak?

R : Iya Bu.

ET1 : Ya sudah silahkan dipersiapkan test nya nanti hubungi saya lagi Mbak masalah waktu pelaksanaannya.

R : Terimakasih banyak Bu Isti. Kalau begitu saya permisi Bu. Wassalammu'alaikum.

ET1 : Wa'alaikum salam Mbak.

APPENDIX C

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

Pertemuan 1

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading	√	
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word	√	
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding	√	
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text	√	
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 1

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading	√	
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word	√	
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding	√	
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text	√	
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 2

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading	√	
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word	√	
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text	√	
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 2

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading	√	
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word	√	
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text	√	
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 3

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 3

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 4

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation	√	
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned	√	

OBSERVATION CHECKLIST

Pertemuan 4

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	Yes	No
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies		√
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation		√
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned		√

OBSERVATION CHECKLIST

Pertemuan 5

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation		√
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned		√

OBSERVATION CHECKLIST

Pertemuan 5

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation		√
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned		√

OBSERVATION CHECKLIST

Pertemuan 6

Observer : Isti Rahayu, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation		√
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned		√

OBSERVATION CHECKLIST

Pertemuan 6

Observer : Nur Ngaini, S.Pd

Check each item in the column that most clearly represents your observation.

No	Aspects	Statements	No	Yes
1	Students' behaviour	Before reading		
		Paying attention to the title or picture before reading		√
		Making prediction about the passage might be about before reading		√
		Asking some questions about what the topic is about before reading		√
		Whilst reading		
		Looking for the clues and trying to figure it out when finding difficult word		√
		After reading		
		Writing down the information found from the text after reading a text		√
2	Teacher's role in the teaching of reading comprehension	Providing an interesting materials for the students		√
		Developing interesting activities		√
		Introducing the use of strategies	√	
		Guiding the students in practice		√
		Giving clear instruction in reading.		√
		Checking the students' understanding		√
		Helping the students when they find difficulties.		√
		Giving correction of the students' work by having discussion.		√
3	Learning materials used in reading	The text contains of words which appropriate to the students' language proficiency level.		√
		The text contains of stimulus picture or word to help the students to activate their prior knowledge.		√
		The text are well-organized.		√
		The topic of the text is familiar to the students.		√
4	The teaching technique in the teaching of reading	Helping the students to activate prior knowledge before reading.		√
		Helping to set a purpose of reading		√
		Helping tho overcome the vocabulary limitation		√
		Helping students to find specific and general information from the text		√
		Helping students to assess what they have learned		√

INTERVIEW GUIDELINE

List of the question for the English teacher and students that are related to the aspects in table 2 of interview guides.

No.	Students	No	Teacher
1.	Sebelum membaca apakah Adek selalu melihat judul teks nya?	20	Apakah siswa sering menaruh perhatian pada judul teks atau gambar yang ada pada teks dengan memberikan komentar atau respon apapun ketika mendapatkan teks bacaan?
2.	Apabila ada gambar pada teks yang akan dibaca, apakah Adek memperhatikan gambar tersebut?		
3.	Dari judul atau gambar yang ada pada teks, apakah Adek bisa memprediksi isi teks tersebut tentang apa?	21	Apakah siswa menggunakan judul, gambar, atau kata kata yang menarik dari teks untuk memprediksi isi teks?
4.	Apakah Adek pernah mengungkapkan hal hal yang sudah Adek ketahui tentang teks itu?	22	Apakah siswa seringkali mengungkapkan apa yang sudah mereka ketahui dari teks sebelum membaca teks nya?
5.	Ketika mendapatkan teks bacaan, apakah sering ada pertanyaan di pikiran Adek tentang hal hal yang ingin diketahui dari teks?	23	Apakah siswa sering mengungkapkan keingintahuan mereka tentang isi teks misalnya dengan mengajukan beberapa pertanyaan terkait teks?
6.	Kalau sedang membaca teks, apakah Adek sering membayangkan kira kira situasi yang diceritakan dalam teks itu seperti apa?		-
7.	Kalau ada kata kata yang susah bagaimana Dek? Lihat kamus, atau menebak saja artinya apa, atau melihat pada gambar gambar yang kira kira bisa membantu?	24	Ketika menemukan kata kata yang sulit biasanya siswa membuka kamus atau mencoba menebak arti dari kata kata tersebut?
8.	Kalau ada bagian yang kurang dipahami, apa yang dilakukan? Terus membaca, atau diulangi lagi membacanya?		-
9.	Setelah membaca teks biasanya Adek mencatat hal hal yang penting dari teks yang dibaca tidak?	25	Apakah siswa sering menuliskan hal hal yang mereka dapatkan dari teks?
10	Adek setelah membaca teks sering membandingkan apa yang Adek pikirkan sebelumnya atau prediksi sebelumnya dengan apa informasi yang didapat dari teks?		-
11	Apakah Ibu guru memberikan contoh teks dan membahasnya	26	Apakah Ibu memberikan model teks pada siswa sebelum siswa

	bersama sama di kelas?		memahami teks secara mandiri?
12	Apakah penjelasan dari Ibu guru mudah dipahami?	27	Menurut Ibu, apakah siswa bisa dengan mudah memahami penjelasan dari Ibu?
13	Apakah Ibu guru memberikan koreksi atau penjelasan setelah kalian mengerjakan tugas yang diberikan?	28	Apakah Ibu memberikan feedback pada siswa tentang apa yang telah mereka kerjakan?
14	Apakah Ibu guru selalu menanyakan kalian sudah paham atau belum?	29	Apakah Ibu selalu mengecek pemahaman siswa tentang materi yang telah Ibu ajarkan?
15	Apakah Ibu guru membantu ketika kalian menemukan kesulitan? Kalau kalian tanya dijawab tidak?	30	Ketika siswa menemukan kesulitan pada bacaan, apakah mereka menanyakan hal tersebut pada Ibu? Apakah Ibu memberikan bantuan dengan memberikan penjelasan yang lebih pada siswa?
16	Teks yang diberikan oleh Ibu guru susah dipahami tidak? Misalnya dari kata katanya atau topik nya? Menurut Adek, teks yang diberikan Ibu guru terlalu panjang tidak?	31	Menurut Ibu, apakah teks yang Ibu berikan (yang berasal dari buku) sudah sesuai dengan level siswa, misalnya dari pemilihan kata, atau panjang teks nya? Apakah sebelumnya ada proses editing?
17	Menurut Adek, teks teks tersebut menarik tidak? Topiknya misalnya, topik yang diberikan bervariasi tidak?	32	Menurut Ibu, apakah teks yang Ibu berikan sudah cukup variatif? Apakah siswa tertarik?
18	Setelah diajar memakai KWL, kalian lebih mudah untuk memahami bacaan tidak?	33	Apakah KWL bisa membantu siswa untuk fokus pada konten teks?
19	Adik senang tidak Dek diajar memakai KWL?	34	Apakah penggunaan KWL dapat mempermudah mengajar reading?
		35	Menurut Ibu, bagaimana respon siswa terhadap penggunaan KWL?

APPENDIX E

READING COMPREHENSION

TEST

Reading Comprehension Test

Mata Pelajaran : Bahasa Inggris

Waktu : 90 MENIT

1
 5 Maura who was thought as the most beautiful and powerful queen of Arabia had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be her husband.
 10 One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first Sheik gave her some leftover food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.
 14 The following day, the queen invited the three sheiks for dinner at her palace. She ordered her servant to give each Sheik exactly what they had given to her before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.
 This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim that I will marry".
Adapted from www.understandingtext.blogspot.com

The following text is for questions 1-11.

1. What the best title for the story?
 - a. Queen Maura and Three Sheiks
 - b. Queen Maura's wedding
 - c. Three Sheiks and The Food
 - d. Queen Maura and The King
 - e. The beautiful Arabian Queen
2. What is the main idea of paragraph four?
 - a. Hakim was an unselfish person
 - b. Hakim was served with with succulent meat
 - c. Hakim was satisfied with the food served
 - d. Hakim wanted to share the food with the sheiks
 - e. Hakim had been chosen as the Queen's husband
3. How did the queen choose her husband?
 - a. The Queen provided some leftover food.
 - b. The Princes fought until death.

- c. The Queen invited the princes.
 - d. The Queen disguised herself.
 - e. The Queen gave the meat to the sheiks.
4. Which statement is TRUE about the Queen?
 - a. The queen was the most powerful queen in Africa
 - b. The queen was very proud of her beauty and riches
 - c. The queen served the sheiks with delicious food
 - d. The queen was very careful in deciding whom she would marry
 - e. The queen was very satisfied with the food given by the sheiks
 5. The queen ordered his servants to give the sheiks the same kind of food she got from them the evening before because....
 - a. She wanted to entertain her guest
 - b. She wanted to test the sheiks' taste
 - c. She wanted to see the sheiks' reactions
 - d. She wanted to make a joke of the sheiks
 - e. She wanted to repay the sheiks' kindness
 6. How if Maura didn't disguise herself?
 - a. Maura would be hungry at that night.
 - b. Maura would be single forever.
 - c. Maura would not get any help and support.
 - d. Maura would get the best suitors.
 - e. Maura would marry with the three sheiks
 7. "She ordered her servant to give each one exactly what they had given to her before." (line 11). The underlined word refers to?
 - a. Sheiks and Maura
 - b. Maura and Hakim
 - c. Maura and the servants
 - d. The three sheiks
 - e. The three sheiks and the servants
 8. What is the moral value of the story?
 - a. Don't ask some food for dinner.
 - b. Give the best and you will get the best.
 - c. Give everything you have.
 - d. Be honest and open-handed.
 - e. Be strong and rich are important
 9. The three sheiks were not....
 - a. Rich
 - b. Young
 - c. Strong
 - d. Gloomy
 - e. Handsome
 10. The word *delicious* has the same meaning with....
 - a. Tasty
 - b. Bitter
 - c. Good
 - d. Terrible
 - e. Leftover

The following text is for questions 12-22.

Once upon a time, there was a poor widow who had only a son named Jack. They were so poor and they just had a cow. When the mother had grown too old, his mother sent Jack to the market to sell the cow. On the way to the market, Jack met a butcher who had some beautiful beans on his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

Jack decided to jump to the window. What did he see? The beanstalk grew up quite close past Jack's windows. He opened the window and jumped to the beanstalk which ran up just like a big ladder. Jack climbed and climbed till at the last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked her for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally, he gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house began to tremble with the noise of someone's coming. "Oh, it's my husband!" cried the giantess. "What on earth shall I do?" Hastily, the giantess opened a very big cupboard and hid Jack there.

11. What is the story about?
 - a. Jack and a butcher
 - b. Jack and the giantess
 - c. Jack and the bean stalk
 - d. A poor window and her son
 - e. The giantess and her husband
12. What is the main idea of the fourth paragraph?
 - a. Jack met the giantess
 - b. Jack found the huge castle
 - c. Jack was found by the giantess
 - d. Jack made the giantess cry
 - e. Jack woke up and had a nice breakfast
13. Where did Jack sell his cow?
 - a. At a castle
 - b. At the market
 - c. At the giant's castle
 - d. At the butcher's house
 - e. On the way to the market
14. Why did Jack sell the cow to the butcher?
 - a. Because Jack had been so tired
 - b. Because the butcher liked his cow
 - c. Because the cow was so poor
 - d. Because the butcher paid with precious bean.
 - e. Because Jack needed more money
15. Jack's mother became so angry when Jack told that...
 - a. He sold the cow in the market
 - b. He had not sold the cow yet.
 - c. He had sold his cow to the butcher
 - d. He sold his cow for the beans
 - e. He met a kind butcher
16. What can we learn from the text?
 - a. Sincerity makes Jack get something precious
 - b. Jack's mother was a furious mother
 - c. Poverty makes people hopeless
 - d. The giantess took pity on Jack
 - e. Jack was an innocent boy

17. "His mother become so angry that she...." The underlined words can be replaced by the word....
- | | |
|------------|----------|
| a. Happy | d. Cruel |
| b. Cry | e. Laugh |
| c. Furious | |
18. "Jack brought **them** happily...." (paragraph 2, 1st sentence) The word them in the sentence refers to....
- | | |
|----------------|---------------|
| a. The butcher | d. The mother |
| b. The cow | e. The beans |
| c. The money | |
19. The beans were of great value... the underlined word has the same meaning with....
- | | |
|---------------|--------------|
| a. Precious | d. Dangerous |
| b. Gluttonous | e. Previous |
| c. Gregorous | |

The following text is for questions 23-29.

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. There lived a happy family. Dayang Sumbi, her child which was called Sangkuriang and a dog named Tumang. Actually, Tumang was Sangkuriang father which was accursed.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. He shoot the dog, took the liver and then carried home.

Soon Dayang Sumbi found out that it was not deer's liver but Tumang's, his own dog. She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then he cast away from their home.

Years later, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him. Then, she found the way to cancel their wedding. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

20. What is the main idea of the third paragraph?
- There was no deer in the forest
 - Tumang was killed by his own son
 - Dayang Sumbi realized that Sangkuriang was his son
 - Dayang Sumbi was furious to Sangkuriang
 - The Tumang's liver was the same with deers
21. How could Dayang Sumbi realize that Sangkuriang was her son?

- a. Dayang Sumbi felt Sangkuriang's love
 - b. Dayang Sumbi remembered Sangkuriang's face
 - c. Sangkuriang's head matched with his son
 - d. Sangkuriang remembered his village
 - e. Dayang Sumbi loved Sangkuriang like she loved her son
22. What did Dayang Sumbi do after she knew that Sangkuriang was her missing child?
- a. She discussed to their wedding plans soon
 - b. She made qualifications for Sangkuriang
 - c. She agreed to marry Sangkuriang as soon as possible
 - d. She made a lake and a boat for celebrating wedding day
 - e. She asked Sangkuriang to go out from the village
23. What is the moral value of the text?
- | | |
|-----------------------------------|------------------------------------|
| a. Do not bring deer's liver home | c. Do not talk about wedding plans |
| b. Do not go back to the homeland | d. Do not trust any woman |
| | e. Do not broke our promise |
24. He shoot the dog, took the liver and then **carried** home (par 2. line 4). The word carry has the same meaning with...
- | | |
|----------|----------|
| a. Buy | d. Take |
| b. Steal | e. Bring |
| c. Give | |

The following text is for questions 30-38.

Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.

Sydney is located on Australia's south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city's nickname, "the Harbour City". This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney's Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria. Building are combined by several parks such as Wynyard and Hyde Park.

25. The text mainly tells us about....
- Australia
 - Sidney
 - The Museum
 - CBD
 - The population
26. What is the state capital of New South Wales?
- Europe.
 - Sidney.
 - Australia.
 - Harbour City.
 - Financial centre.
27. What is one of the famous tourist destination in Sidney?
- Sidney Opera House.
 - The Harbour City .
 - Powerhouse Museum.
 - Sydney Town Hall.
 - Queen Victoria Building.
28. What are the main idea of the second paragraph?
- The location of Australia.
 - The tourist destination.
 - The population of Sidney.
 - The buildings around Sidney.
 - The National Park.
29. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks"(par 5, second sentence). The word It refers to....
- Central Business District.
 - Sydney Cove.
 - European settlement.
 - Sydney Town Hall.
 - Queen Victoria building.
30. Many of the large regional centres around the metropolitan area also contain large shopping complexes.
The opposite meaning of the word large is....
- Wide.
 - Narrow.
 - Many.
 - Short.
 - Famous.
31. The word major has the same meaning with...
- Main
 - Minor
 - Big
 - Large
 - Familiar
32. What can we find around the metropolitan area?
- National park
 - Museum
 - Bridge
 - the Sydney Town Hall
 - Queen Victoria
33. What statement is true according to the text above?
- CBD is about about 3 kilometres (1.25 mi) from European settlement
 - Natural history and anthropology is in the Powerhouse Museum
 - Wynyard and Hyde Park are around the Metropolitan area
 - The national park only contains a bay
 - The Sydney Opera House and the Harbour Bridge are Sidney's landmark

The following text is for questions 39-46.

Tingkeban

Tingkeban is traditional ceremony help for woman whose pregnancy has reached seven months. In West java, and especially in the town of Garut and its surrounding area, *Tingkeban* is traditionally observed by most families for the sake of baby's welfare. Relatives, friends, and neighbors are invited to witness this festivity, which demand a lot of preparation.

The number seven plays an important role in the *Tingkeban* ceremony. An important part of the preparation for *Tingkeban* is the collection of a variety of items-seven kinds of each item serving a specific purpose.

Seven different kinds of root, such as sweet potatoes, and cassava, seven kinds of fruits to enable the solution to problem in the child's future, seven diverse fragrant flowers, seven kinds of light snacks, seven kinds of fruit to make rujak, seven piece of batik cloth, seven varieties of earthen mortars, and seven oil lamps of different shapes to brighten the child's life so that it is free from complication.

The guest are then invited to enjoy the special food prepared by the host family. Meanwhile, the mother to-be goes through the bathing ceremony. Clad in the batik cloth, she is ladled with sweet scented water from a tub which the eel is put. Relatives take turn bathing the mother to-be, changing her batik clothes as many as seven times.

After the bathing ceremony, the mother to-be sells rujak outside the house, and the consumers, who are the relatives and neighbors, pay with chips of rounded clay tiles. The purpose is for the child to earn alot aof money, with the blessing of God.the Rujak fiesta marks the end of the *Tingkeban* ceremony. Everybody has a good time! May all good wishes be fulfilled.

34. According to the text "Tingkeban" can be found mainly in...
 - a. West java.
 - b. Garut.
 - c. Sukabumi.
 - d. Central of Java.
 - e. Yogyakarta.
35. What actually demands lot of preparation?
 - a. The baby.
 - b. The guest.
 - c. Most families.
 - d. The festivity.
 - e. The pregnancy.
36. Which statement is FALSE according to the text?
 - a. Tingkeban is one of the traditional ceremonies.
 - b. We have to collect a variety of items for Tingkeban.
 - c. Many people observed or watch the Tingkeban ceremony.
 - d. We may find the Tingkeban ceremony in Garut, West Java.
 - e. Garut is the only place which doesn't hold the ceremony.
37. What does the word "she" (Par.4) refers to....
 - a. The mother.
 - b. The host family.
 - c. Mother to-be.
 - d. The guest.
 - e. The relative.
38. What does paragraph four tell us about?
 - a. Food preparation.

- b. The process of the ceremony.
 - c. The serve of food to the guests.
 - d. Relatives, bathing in the ceremony.
 - e. Baby's expectations to be bathed by its mother.
39. The closing of the ceremony is marked by_____
- a. Rujak fiesta.
 - b. Bathing the mother.
 - c. Playing the chips.
 - d. Selling rujak to guest.
 - e. Enjoying the found being.
40. The word fragrant has the same meaning with...
- a. Scented
 - b. Rotten
 - c. Colourful
 - d. Small
 - e. Various

APPENDIX F

STUDENTS' SCORE

Students' Scores on Pre-Test and Post-Test

No.	Name	Pre test	Post test
1.	Febieta N.	6.75	8.00
2.	Eny Tri W.	6.75	7.75
3.	Ridwan Rustamaji	7.00	8.50
4.	Ria Herningtyas	8.75	9.50
5.	Rani F.	7.50	8.75
6.	Airin Damayanti	7.75	9.00
7.	Reni Novita	7.75	8.50
8.	Ambar Budi	7.00	8.75
9.	Elsa Sulistyanto	8.00	8.75
10.	M. Ristyo N.	7.75	9.00
11.	M. Surya S.	7.00	8.50
12.	Novita Wulan	5.50	8.00
13.	Dias Fitri	8.25	9.25
14.	Fitriani	6.50	7.50
15.	Wahyudin Saputra	6.75	7.50
16.	Andriana Devi	5.25	6.50
17.	Destia N.	7.25	8.50
18.	Ririn S.	5.00	7.50
19.	Siwi Ana	6.25	7.75
20.	Risti Asih	7.75	8.50
21.	Lila Safitri	7.25	8.50
22.	Alif P	7.50	8.75
23.	Heni W.	7.75	8.75
24.	Yoci S.	7.00	8.00
25.	Rizky Nanda L.	7.00	7.75
26.	M. Furqon H.	6.75	7.50
27.	Rika Zuli	5.50	6.75
28.	Irma L	7.25	8.50
29.	Suryo Tri	7.75	8.75
30.	Iswoyo Adnan	7.25	8.25

APPENDIX G

SPSS ANALYSIS

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T-TEST PAIRS=P1 WITH P2 (PAIRED)
/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

```

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	P1	7.0500	30	.87691	.16010
	P2	8.2500	30	.69790	.12742

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	P1 & P2	30	.866	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference				
					Mean				Std. Deviation
Pair 1	P1 - P2	-1.20000	.44237	.08077	-1.36518	-1.03482	-14.858	29	.000

APPENDIX H

COURSE GRID & LESSON PLANS

**IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH *KNOW-WANT-LEARN* (KWL) TECHNIQUE AT THE
ELEVENTH GRADE
OF SMA NEGERI 1 SANDEN**

COURSE GRID

Cycle	Topic	Standard of competence	Basic competence	Indicators	Language features	Key Vocabulary	<i>KNOW-WANT-LEARN</i> (KWL) TECHNIQUE	Media	Time
I (1 st -3 rd meeting)	Animals	5. Understanding meaning of short functional text and simple essay in daily life context.	5.2 Respond to meaning and rhetoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of <i>report</i> text.	1. Students are able to identify the language features of the text. 2. Students are able to identify vocabulary related to the text. 3. Students are able to share ideas related to the topic of the text. 4. Students are able to identify details information of the text.	1. Use action verb when describing behaviour e.g. Kangaroos eat grass and plants. 2. Use adjectives e.g. They have short front legs, but very long, and very strong back legs and a long tail. 3. Use simple present tense (V1) e.g. A kangaroo is an animal.... They can also run at speeds....	-Animal, pouch, hump -strong, long, large, -Sit up, jump, run,	1. <i>K (What I Know)</i> stage • The students work in group of 4, discuss and retrieve their previous knowledge including the vocabulary they know about the picture then write them down in <i>What I Know column</i> . 2. <i>W (What I want to Know)</i> stage • The students propose some questions (things they want to know) related to the text they are going to read. 3. <i>L (What I Learn)</i> stage • The students write the information the get from the text and try to find wheter the questions in <i>What I want to Know column</i> are answered or not. • The students make a summary based on what they write in the <i>What I Learn column</i> .	Whiteboard KWL chart Picture-cued	2X45'

	Countries of origin	5. Understanding meaning of short functional text and simple essay in daily life context	5.2 Respond to meaning and rhetoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of <i>report</i> text.	1. Students are able to identify the language features of the text. 2. Students are able to identify vocabulary related to the text. 3. Students are able to share ideas related to the topic of the text. 4. Students are able to identify details information of the text.	1. Use adjectives Eg. Populous, famous, large, big 2. Use simple present tense (V1) Eg. Sydney is the most populous city in Australia, Sydney has several museums.	-city, metropolitan, capital, building, centre, grave, wonder, wife, design, dome, decoration -populous, famous, large, -stand, locate -around	1. K (What I Know) stage • The students work in pairs to identify and choose some vocabulary and statements related to the topic in <i>What I Know</i> column. 2. W (What I want to Know) stage • The students propose some questions (things they want to know) related to the text they are going to read. 3. L (What I Learn) stage • The students identify some statements provided in <i>What I Learn</i> column then whether the statement is true or false • The students make a summary based on what they write in the <i>What I Learn</i> column.	Whiteboard KWL chart	2X45
	Cultural events			1. Students are able to identify the language features of the text. 2. Students are able to identify vocabulary related to the text. 3. Students are able to share ideas related to the topic of the text. 4. Students are able to identify details	Use passive voice <u>S+to be+V3+Object</u> e.g. • <i>Tingkeban</i> is traditionally <i>observed</i> by most families for the shake of baby's welfare. • The guest <i>are</i> then <i>invited</i> to enjoy the special food	ceremony, mother to-be, pregnancy, preparation, bathing,	1. K (What I Know) stage • The students work in pairs to write what they know about tingkeban. 2. W (What I want to Know) stage • The students propose some questions (things they want to know) related to the text they are going to read. 3. L (What I Learn) stage • The students write what they find and try to find the answers of the questions in		

				information of the text.	prepared by the host family. Use simple present tense (V1) e.g. Tingkeban <i>is</i> traditional ceremony help for woman whose pregnancy has reached seven months.		<i>What I want to Know column.</i>		
II (1 st meeting)	Folktales	5. Understanding meaning of short functional text and simple essay in daily life context.	5.2 Respond to meaning and rhetoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of <i>narrative</i> text.	<ol style="list-style-type: none"> Students are able to identify the language features of the text. Students are able to identify vocabulary related to the text. Students are able to share ideas related to the topic of the text. Students are able to identify details information of the text. Students are able to summarize the 	<p>Using simple past tense: S+to be/V2+Object (was, were, had, walked, grew up)</p> <p>Using Adverb of time: Once upon a time,</p>	Widow, stalk, grew up, giantess, wealth	<ol style="list-style-type: none"> <i>K (What I Know)</i> stage <ul style="list-style-type: none"> The students work in pairs some information they know related vocabulary written in the whiteboard by the teacher then guess what story they will read is about. <i>W (What I want to Know)</i> stage <ul style="list-style-type: none"> The students propose some things they want to know. <i>L (What I Learn)</i> stage <ul style="list-style-type: none"> The students write the information they find from the text The students make a summarize based on what they write in the <i>What I Learn</i> 	Whiteboard, KWL chart, picture-cued	2x45'

				text.			<i>column.</i>		
II (2 nd meeti ng)	2. Fable	5. Understanding meaning of short functional text and simple essay in daily life context.	5.2 Respond to meaning and rethoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of <i>narrative</i> text.	1. Students are able to identify the language features of the text. 2. Students are able to identify vocabulary related to the text. 3. Students are able to share ideas related to the topic of the text. 4. Students are able to identify details information of the text. 5. Students are able to summarize the text.		Ascend, Prevent, Horn, Daybreak, Return	4. <i>K (What I Know)</i> stage • The students work in individually to write some information they know related to the series of picture shown by the teacher then guess what story they will read is about. 5. <i>W (What I want to Know)</i> stage • The students propose some questions they want to know about the topic. 6. <i>L (What I Learn)</i> stage • The students write the information they find from the text • The students make a summary based on what they write in the <i>What I Learn column.</i>	Whiteboard KWL chart Picture-cued	2x45'
(3 rd meeti ng)	Folktales	5. Understanding meaning of short functional text and simple essay in daily life context	5.2 Respond to meaning and rethoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in	1. Students are able to identify the language features of the text. 2. Students are able to identify vocabulary related to the text. 3. Students are able to share ideas related to the topic of the text.		Wolves, sesame, shelves, thief, sack	7. <i>K (What I Know)</i> stage • The students work in individually to write some information they know related to the series of picture shown by the teacher then guess what story they will read is about. 8. <i>W (What I want to Know)</i> stage • The students propose some questions they want to know about the topic.	Whiteboard KWL chart	2x45'

			daily life context in the form of <i>narrative</i> text.	<p>4. Students are able to identify details information of the text.</p> <p>5. Students are able to summarize the text.</p>			<p>9. <i>L (What I Learn)</i> stage</p> <ul style="list-style-type: none"> • The students write the information they find from the text <p>The students make a summary based on what they write in the <i>What I Learn column</i>.</p>		
--	--	--	--	---	--	--	---	--	--

LESSON PLAN

School	: SMA N 1 Sanden
Subject	: English
Grade/ Semester	: XI/ 1
Text Type	: Report texts
Skill	: Reading
Time Allocation	: 2 x 45 menit

A. Standard of Competence:

5. Understanding the meaning of written functional texts and essays in the forms of report, narrative, and analytical exposition texts related to surroundings to get knowledge.

B. Basic Competency:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

C. Indicators:

1. Identifying the topic and main idea of a report text.
2. Identifying the meaning of difficult words in the report text.
3. Identifying word reference in the report text.
4. Identifying the detail information of a report text.

D. Learning Objective:

At the end of the lesson, students are able to:

1. Identify the topic and main idea of a report text.
2. Identify the meaning of difficult words in the report text.
3. Identify word reference in the report text.
4. Identify the detail information of a report text.

E. Learning Materials

Short functional text in the form of report.

Report

1. Social function : To describe the way things are, with reference to a range of natural, man made and social phenomena in our environment.

2. Language feature of the text :

- Use action verb when describing behaviour
e.g. Kangaroos eat grass and plants.
- Use adjectives
e.g. They have short front legs, but very long, and very strong back legs and a long tail.
- Use simple present tense (V1)
e.g. A kangaroo is an animal.... They can also run at speeds....

3. Key vocabulary

:

- pouch, crawl, relative, leap

4. Text

:

Source: *animals.nationalgeographic.com*

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 metres and weigh over 90 kilos. They are very big.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Taken from *Peter Haddock Ltd.*, Ref.083

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities**Opening (5')**

- Greeting

Good afternoon everyone? How are you getting on?/ How's life?

- Checking students' attendance list

Who is absent today?

- Checking students' readiness

Is everybody ready to start

Let's get cracking

- Checking the students' understanding about the previous materials.

Do you still remember what we have learned last week?

H. Assesment

I. Indicators, technique, form, and example

No.	Indicators	Technique	Form	Example
1.	Identifying the topic and main idea of a report text.	Written text	Essays	What is the main idea of the second paragraph?
2.	Identifying the meaning of difficult words in the report text.	Written text	Essays	Find the meaning of the following words. 1. Leap 2. Fence, and so on
3.	Identifying word reference	Written text	Essays	What does the word it in the sentence .. “it crawls at once...” refer to?
4.	Identifying the detail information of a report text.	Written text	Essays	Where do you find the pouch of the female kangaroo?

I. Sumber Belajar

E-Book Developing Tactics New, E-Book Inter language-Language

Sanden, September 2012

English Teacher,

Researcher,

Isti Rahayu. S,Pd
NIP. 198002172008012009

Eko Yuniarti
NIM. 08202241019

STUDENTS' WORKSHEET

TASK 1

Answer the questions based on the text entitle “Kangaroo”

1. Are kangaroos and wallabies indigenous animals of Australia?
2. What is the main idea of the second paragraph?
3. Where do you find the pouch of the female kangaroo?
4. How many kind of largest kangaroo? What are they?
5. Which sentences tell you about the description of the kangaroo's appearance?

TASK 2

Answer the question based on the text.

What do the words refer to?

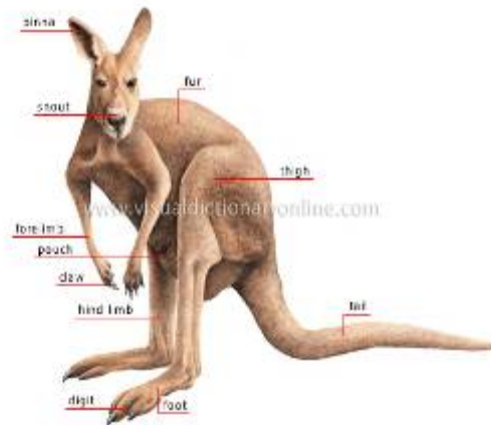
1. these (Paragraph 2 line 2)
2. they (Paragraph 2 line 3)
3. they (Paragraph 3 line 2)
4. it (Paragraph 4 line 2)
5. It (Paragraph 4 line 3)

TASK 3

Find the meaning of the following words.

- | | |
|-----------|-----------|
| 1. Leap | 6. Speed |
| 2. Crawl | 7. Fence |
| 3. Female | 8. Adult |
| 4. Tiny | 9. Large |
| 5. Spend | 10. Weigh |

KWL CHART



Title _____

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
THINGS I KNOW 1. 2. 3. 4. 5.		

FIRST MEETING

Kelompok 2

1. Ria Herningtyas
2. Dias Fitri
3. Risti Asih
4. M. Ristyo N.



Tide Kangaroo

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
1) It is from Australia ✓ 2) It can jump ✓ 3) it have has a tail ✓ 4) It has "kantong" ✓ 5) mamalia ✗ 6) Kangaroo is big ✓	1) How high Kangaroo jump? ✓ 2) How long is the tail? ✗ 3) What is does Kangaroo eat? ✓ 4) What for is the "kantong"? ✓ 5) It can jump pass the "pagar"? ✓	1) Kangaroo can jump of over eight metres 2) Kangaroo eats grass and plant. 3) kangaroo can leap across fences. 4) The pouch is for the baby to crawl. 5) The baby spends its first five months in the pouch. 6) The length is 1.60 m and the weight over 30 kg. 7) It is marsupial 8) There are two kind of Kangaroo, Great Grey and Red

Questions

- 1) what is the main idea of the third paragraph? The kind of Kangaroo ✓ 2
- 2) what does the word it in the sentence ... "It crawls at once..." refer to? refers to baby kangaroo ✓ 2
- 3) What do people call the largest kangaroos? The Great Grey Kangaroo and the Red Kangaroo ✓ 2
- 4) Which sentences tell you about the description of kangaroos appearance? They have short front legs, but very long, and very strong back legs and a tail ✓ 2
- 5) Where do you find the pouch? in front of the body ✓ 2

LESSON PLAN

School	: SMA N 1 Sanden
Subject	: English
Grade/ Semester	: XI/ 1
Text Type	: Report texts
Skill	: Reading
Time Allocation	: 2 x 45 menit

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B. Basic Competency:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

C. Indicators:

1. Identifying the topic and main idea of a report text.
2. Identifying the meaning of difficult words in the report text.
3. Identifying word reference in the report text.
4. Identifying the detail information of a report text.

D. Learning Objective:

At the end of the lesson, students are able to:

1. Identify the topic and main idea of a report text.
2. Identify the meaning of difficult words in the report text.
3. Identify word reference in the report text.
4. Identify the detail information of a report text.

E. Learning Materials

Short functional text in the form of report.

Report

1. Social function : To describe the way things are, with reference to a range of natural, man made and social phenomena in our environment.

2. Language feature of the text :

- Use adjectives
e.g. large, famous, numerous.
- Use simple present tense (V1)
e.g. Washington, D.C. is the capital of the United States.

3. Key vocabulary :

- famous, large, notable, numerous
- around

-landmark, destination, capital, district, site.

4. Text :

Sydney the Metropolitan City

General classification	{ Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.
description	{ Sydney is located on Australia's south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city's nickname, "the Harbour City". This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.
description	{ Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.
description	{ Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.
description	{ Sydney's Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria. Building are combined by several parks such as Wynyard and Hyde Park.

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening (5')

- Greeting
Good afternoon everyone? How are you getting on?/ How's life?
- Checking students' attendance list
Who is absent today?
- Checking students' readiness
Is everybody ready to start
Let's get cracking
- Checking the students' understanding about the previous materials.
Do you still remember what we have learned last week?

Main Teaching Learning Activities

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- Presenting some pictures of landmark around the world while asking the students question “Do you know what it is?” “Where the landmark is located?” “What do you know about the picture?”



Where is it located?



Where is it



Where is it located?

- Presenting a big picture of Sidney Opera House



- Asking the students to write everything they have already known related to the picture and the title in What I Know Column.
- Discussing what the students have written in What I know column

W (What I want to Know) stage (Set a Purpose of Reading)

- Asking the students to write what they want to know about the topic.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension) (45')

- Presenting the students a text entitle “Sidney”.
- Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.
- Asking the students to reread the text in dept.
- Asking the students to write new information they find in the text in What I learn column.
- Asking the students to rewrite the information they find in What I learn column.
- Asking the students to present their KWL chart.
- Discussing the students’ work in KWL chart.

c. After reading

- Asking the students to do comprehension questions.

Closing

- Giving conclusion about the materials that have been learned.
- Discussing the students' difficulties in understanding the materials.

H. Assesment

I. Indicators, technique, form, and example

No.	Indicators	Technique	Form	Example
1.	Identifying the topic and main idea of a report text.	Written text	Essays	What is the main idea of the second paragraph?
2.	Identifying the meaning of difficult words in the report text.	Written text	Essays	Find the meaning of the following words. 1. populous 2. population
3.	Identifying word reference	Written text	Essays	What does the word it in the sentence ..
4.	Identifying the detail information of a report text.	Written text	Essays	“What city is Australia’s largest financial centre?”

I. Sumber Belajar

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Sanden, September 2012

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Isti Rahayu. S,Pd
NIP. 198002172008012009

Eko Yuniarti
NIM. 08202241019

SECOND MEETING

Kelompok 1

- 1) Elsa Sulistyanto
- 2) Robi Ansh
- 3) Henni S.



Title: Sydney, the Metropolitan City

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
<ol style="list-style-type: none"> 1) Sydney is in Australia 2) There is a bridge 3) There is a big building in the sea. 	<ol style="list-style-type: none"> 1) Where is Sydney located? 2) What is the name of the bridge? 3) What is the name of the big building? 4) What for is the big building? 5) How many people live in Sydney? 6) What can we find in Sydney? 	<ol style="list-style-type: none"> 1) Sydney is located on Australia's South-east east coast. 2) The name of the bridge is harbour bridge. 3) The name of the big building is Sydney Opera House. 4) We can find many shopping center, and several museum. 5) Sydney and Harbour are the same twin landmarks. 6) The population are around 4.12 millions. 7) Sydney is the State Capital of New South Wales.

Summary

Sydney is located on Australia's South-east coast. It is the State Capital of New South Wales. The population in Sydney are 4.12 millions. Sydney has ~~twin~~ twin landmarks. They are Sydney Opera House and Harbour Bridge. In Sydney, we can find many shopping centers, and several museums.

LESSON PLAN

School	: SMA N 1 Sanden
Subject	: English
Grade/ Semester	: XI/ 1
Text Type	: Report texts
Skill	: Reading
Time Allocation	: 2 x 45 menit

A. Standard of Competence:

5. Understanding the meaning of written functional texts and essays in the forms of report, narrative, and analytical exposition texts related to surroundings to get knowledge.

B. Basic Competency:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

C. Indicators:

1. Identifying the topic and main idea of a report text.
2. Identifying the meaning of difficult words in the report text.
3. Identifying word reference in the report text.
4. Identifying the detail information of a report text.

D. Learning Objective:

At the end of the lesson, students are able to:

1. Identify the topic and main idea of a report text.
2. Identify the meaning of difficult words in the report text.
3. Identify word reference in the report text.
4. Identify the detail information of a report text.

E. Learning Materials

Short functional text in the form of report.

Report

1. Social function : To describe the way things are, with reference to a range of natural, man made and social phenomena in our environment.

2. Language feature of the text :

- Use passive voice
S+to be+V3+Object
e.g. *Tingkeban is traditionally observed* by most families for the shake of baby's welfare.
The guest *are* then *invited* to enjoy the special food prepared by the host family.
- Use simple present tense (V1)

e.g. Tingkeban is traditional ceremony help for woman whose pregnancy has reached seven months.

3. Key vocabulary :

- pregnancy, welfare, scented, ladled, bless, root, mortar, clad

4. Text :

Tingkeban

Tingkeban is traditional ceremony help for woman whose pregnancy has reached seven months. In West java, and especially in the town of Garut and its surrounding area, *it* is traditionally observed by most families for the shake of baby's welfare. Relatives, friends, and neighbors are invited to witness this festivity, which demand a lot of preparation.

The number seven plays an important role in the *Tingkeban* ceremony. An important part of the preparation for *Tingkeban* is the collection of a variety of items-seven kinds of each item serving a specific purpose.

Seven different kinds of root, such as sweet potatoes, and cassava, seven kinds of fruits to enable the solution to problem in the child's future, seven diverse fragrant flowers, seven kinds of light snacks, seven kinds of fruit to make rujak, seven piece of batik cloth, seven varieties of earthen mortars, and seven oil lamps of different shapes to brighten the child's life so that it is free from complication.

The guest are then invited to enjoy the special food prepared by the host family. Meanwhile, the mother to-be goes through the bathing ceremony. Clad in the batik cloth, she is ladled with sweet scented water from a tub which the eel is put. Relatives take turn bathing the mother to-be, changing her batik clothes as many as seven times.

After the bathing ceremony, the mother to-be sells rujak outside the house, and the consumers, who are the relatives and neighbors, pay with chips of rounded clay tiles. The purpose is for the child to earn alot aof money, with the blessing of God.the Rujak fiesta marks the end of the Tingkeban ceremony. Everybody has a good time! May all good wishes be fulfilled.

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening (5')

- Greeting

Good afternoon everyone? How are you getting on?/ How's life?

- Checking students' attendance list

Who is absent today?

- Checking students' readiness

Is everybody ready to start

Let's get cracking

- Checking the students' understanding about the previous materials.

Do you still remember what we have learned last week?

Main Teaching Learning Activities

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- Presenting the students a big picture of traditional ceremony and asking them some questions:
- "Do you know what it is?"
- "What do you know about it?"
- Giving some key vocabulary related to the topic. (Elicit vocabulary)
- Distributing KWL chart
- Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

W (What I want to Know) stage (Set a Purpose of Reading)

- Asking the students to write what they want to know about the topic.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension) (45')

- Presenting the students a report text.
- Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.
- Asking the students to reread the text in dept.
- Asking the students to write new information they find in the text in What I learn column.
- Asking the students to rewrite the information they find in What I learn column.
- Asking the students to present their KWL chart.
- Discussing the students' work in KWL chart.

c. After reading

- Asking the students to do comprehension questions.

Closing

- Giving conclusion about the materials that have been learned.
- Discussing the students' difficulties in understanding the materials.

H. Assessment

I. Indicators, technique, form, and example

No.	Indicators	Technique	Form	Example
1.	Identifying the topic and main idea of a report text.	Written text	Essays	What is the main idea of the second paragraph?
2.	Identifying the meaning of difficult words in the report text.	Written text	Essays	Find the meaning of the following words. 1. fragrant 2. relatives
3.	Identifying word reference	Written text	Essays	What do the words refer to? 1. “ <i>These</i> ” (Paragraph 2 line 2)
4.	Identifying the detail information of a report text.	Written text	Essays	What actually demand a lot of preparation?

I. Sumber Belajar

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Sanden, September 2012

English Teacher,

Researcher,

Isti Rahayu. S.Pd
NIP. 198002172008012009

Eko Yuniarti
NIM. 08202241019

Destya S.

Ariin Ramayanti

Rani F.

KWL CHART		
Title <u>Tingkeban</u>		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
1) Tingkeban is traditional ceremony 2) Seven month baby 3) Bathing ceremony 4) Many flowers 5) Many steps/preparation	1) why people held tingkeban 2) How many flower used? 3) How many "ritual"? 4) What is the meaning of the "ritual"? 5) what is the function of tingkeban	1) Tingkeban is traditional ceremony 2) Tingkeban is for woman whose pregnancy has reached seven months. 3) There are seven fragrant flowers. 4) Tingkeban is held for the sake of baby's welfare. 5) There is bathing ceremony. 6) Seven kinds of fruits to enable the solution to problem in child's future.

Comprehension Questions

- 1) What is the main idea of the first paragraph?
Tingkeban is traditional ceremony for woman whose pregnancy has reached seven months.
- 2) Find the meaning of the words fragrant and relatives. Without consulting dictionary.
fragrant : wangi → seven fragrant flower → fix-up strategies
relatives : saudara → guessing ? bunga
- 3) what does the word "it" in paragraph 1 refer to? Tingkeban.
- 4) What actually demand a lot of preparation? The festivity
- 5) What is the purpose of selling rujak pinda? The purpose is for the child to earn

LESSON PLAN

School	: SMA Negeri 1 Sanden
Grade/ Semester	: XI/ 1
Subject	: English
Text Type	: Narrative
Skills	: Reading
Time Allocation	: 2 x 45 minutes

A. Standard of Competence : 5. Understanding meaning of short functional text and simple essays in the form of narrative, narrative, and analytical exposition in daily life context and to get knowledge.

B. Basic Competence : 5.2 Responding to meaning and rethoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of : *narrative text*.

C. Indicators

1. Identifying the language features of the text.
2. Identifying the topic and main idea of a narrative text.
3. Identifying the detail information of a narrative text.
4. Identifying synonyms and antonyms.
5. Identifying moral values of the text.

D. Lesson Objectives

In the end of the lesson, the students are able to:

1. Identify the language features of the text.
2. Identify the topic and main idea of a narrative text.
3. Identify the detail information of a narrative text.
4. Identify synonyms and antonyms.
5. Identify moral values of the text.

E. Materi Pembelajaran

Short functional text in the form of narrative

Narrative

Social function : to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Key vocabulary :

Text

Once upon a time there was a poor widow who lived with her son Jack in a little house. Their wealth consisted solely of a milking cow. When the cow had grown too old, the mother sent Jack to sell it.

On his way to the market, the boy met a stranger. "I will give you five magic beans for your cow," the stranger offered. Jack was unsure and hesitated for a while but then, enticed by the idea of such an extraordinary deal, he decided to accept.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

Jack decided to jump to the window. What did he see? The beanstalk grew up quite close past Jack's windows. He opened the window and jumped to the beanstalk which ran up just like a big ladder. Jack climbed and climbed till at the last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked her for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally, he gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house began to tremble with the noise of someone's coming. "Oh, it's my husband!" cried the giantess. "What on earth shall I do?" Hastily, the giantess opened a very big cupboard and hid Jack there.

"Hide, quick!" the woman whispered, pushing Jack into the oven. "Do I smell a child in this room?" the giant asked suspiciously, sniffing and looking all around. "A child?" the woman repeated. "You see and hear children everywhere. That's all you ever think about. Sit down and I'll make your dinner." The giant, still grumbling, filled a jug of wine and drank it all with his dinner.

After the giant slept, Jack ran down the path over the clouds. When he finally reached the ground, he found his mother waiting for him. The poor woman had been worried sick since his disappearance.

Jack decided to go back to the castle above the clouds. This time the boy went inside through the kitchen and hid once again in the oven.

After dinner, the giant placed a hen on the table. The hen laid golden eggs. Jack saw the miraculous hen from a crack in the oven door. He waited for the giant to fall asleep, jumped out of the oven, snatched the hen and ran out of the castle. The hen's squawking, however, woke up the giant. "Thief! Thief!" he shouted. But Jack was already far away.

The hen kept on laying golden eggs. Jack's life had gone through a lot of changes since he had accepted the magic beans. But without his courage and his wit, he and his mother could never have found happiness.

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening (5')

- Greeting
Good afternoon everyone? How are you getting on?/ How's life?
- Checking students' attendance list
Who is absent today?
- Checking students' readiness
Is everybody ready to start
Let's get cracking
- Checking the students' understanding about the previous materials.
Do you still remember what we have learned last week?

Main Teaching Learning Activities

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

Asking the students some questions:

1. Do you believe magic?
 2. Have ever got magic thing?
 3. Do you want to be a rich people?
- Showing pictures related to materials.





- Asking the students to guess the title of the text
- Distributing KWL chart
- Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

W (What I want to Know) stage (Set a Purpose of Reading)

- Asking the students to write what they want to know about the topic.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension) (45')

- Presenting the students a narrative text.
- Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.
- Asking the students to reread the text in dept.
- Asking the students to write new information they find in the text in What I learn column.
- Asking the students to rewrite the information they find in What I learn column.
- Asking the students to present their KWL chart.
- Discussing the students' work in KWL chart.

c. After reading

- Asking the students to do comprehension questions.

Closing

- Giving conclusion about the materials that have been learned.
- Discussing the students' difficulties in understanding the materials.

F. Sumber Belajar

E-Book Developing Tactics New, E-Book Inter language-Language

Sanden, September 2012

English Teacher,

Researcher,



Title _____

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
1. Poor widow and her son 2. The son sells the cow 3. Get magic bean stalk 4. —	1. Why he sell the cow? 2. What is his mother's respond? 3. What is the end of the story? happy / sad?	1. The son sell the cow on the way to the market 2. The mother was very angry. 3. The magic bean stalk bring Jack to the castle 4. The giants was very kind 5. The end of the story was very happy ending

LESSON PLAN

School	: SMA Negeri 1 Sanden
Grade/ Semester	: XI/ 1
Subject	: English
Text Type	: Narrative
Skills	: Reading
Time Allocation	: 2 x 45 minutes

A. Standard of Competence : 5. Understanding meaning of short functional text and simple essays in the form of narrative, narrative, and analytical exposition in daily life context and to get knowledge.

B. Basic Competence : 5.2 Responding to meaning and rethoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of : *narrative text*.

C. Indicators

1. Identifying the language features of the text.
2. Identifying the topic and main idea of a narrative text.
3. Identifying the detail information of a narrative text.
4. Identifying synonyms and antonyms.
5. Identifying moral values of the text.

D. Lesson Objectives

In the end of the lesson, the students are able to:

1. Identify the language features of the text.
2. Identify the topic and main idea of a narrative text.
3. Identify the detail information of a narrative text.
4. Identify synonyms and antonyms.
5. Identify moral values of the text.

E. Materi Pembelajaran

Short functional text in the form of narrative

Narrative

Social function : to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Key vocabulary :

Cock Heaven

Milipede Ascend Horn

TEXT**Why Does the Cock Eat the Millipede?**

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he asked the millipede to borrow the horns from the cock!

When the millipede borrowed the horns to the cock, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You don't need to be worried."

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

Taken from *The Asian Animal Zodiac*, 1998

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening (5')

- Greeting

Good afternoon everyone? How are you getting on?/ How's life?

- Checking students' attendance list

Who is absent today?

- Checking students' readiness

Is everybody ready to start

Let's get cracking

- Checking the students' understanding about the previous materials.

Do you still remember what we have learned last week?

Main Teaching Learning Activities

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

Asking the students some questions:

1. Have you ever been deceived or tricked?
2. How do you feel after being deceived?
3. What do you do to someone who deceives you?

- Presenting a title "**Why Does the Cock Eat the Millipede?**" and a supporting picture related to materials.



- Distributing KWL chart
- Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

W (What I want to Know) stage (Set a Purpose of Reading)

- Asking the students to write what they want to know about the topic.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension) (45')

- Presenting the students a narrative text.
- Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.
- Asking the students to reread the text in dept.
- Asking the students to write new information they find in the text in What I learn column.
- Asking the students to rewrite the information they find in What I learn column.
- Asking the students to present their KWL chart.

- Discussing the students' work in KWL chart.
- **c. After reading**
- Asking the students to do comprehension questions.

Closing

- Giving conclusion about the materials that have been learned.
- Discussing the students' difficulties in understanding the materials.

F. Assesment

I. Indicators, technique, form, and example

No.	Indicators	Technique	Form	Example
1	Identifying the language features of the text	Written text	Essays	Underlying the Verb in the text.
2	Identifying the topic and main idea of a narrative text.	Written text	Essays	What is main idea of the second paragraph?
3	Identifying the synonyms and antonyms.	Written text	Essays	Find the synonyms and antonyms of the words by choosing the words provided in the box.
4	Identifying the moral values of the text.	Written text	Essays	Find the moral values of the text
5	Identifying the detail information of a narrative text.	Written text	Essays	1. Why didn't the cock have horns on his head? 2. Why did the cock loan his horns without hesitation?

G. Sumber Belajar

E-Book Developing Tactics New, E-Book Inter language-Language

Sanden, September 2012

English Teacher,

Researcher,

Isti Rahayu. S.Pd

NIP. 198002172008012009

Eko Yuniarti

NIM. 08202241019

STUDENTS' WORKSHEET

Find the synonyms and antonyms of the words by choosing the words provided in the box. Copy the table in your workbook.

a. day break	g. trickery
b. reluctance or doubt	h. descend
c. honesty	i. certainty
d. paradise	j. keep silent
e. climb	k. hell
f. shout	l. sunset

Words	Synonyms	Antonyms
1. ascend		
2. dawn		
3. heaven		
4. hesitation		
5. call out		
6. deception		

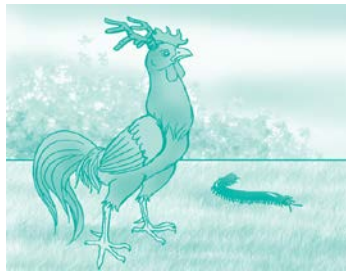
Choose T if the statement is true and F if it is false based on to the text.

- | | |
|----------|--|
| 1. T - F | The cock got information about heaven from the dragon. |
| 2. T - F | The dragon didn't return the cock's horns. |
| 3. T - F | The millipede was a successful deceiver. |
| 4. T - F | The cock asked all the members of his family to eat millipedes because he had been deceived. |
| 5. T - F | The cock didn't expect the dragon to return his horns any more. |

Find the moral values of the text

Still in pairs, answer the questions based on text in Activity 3.

1. Why didn't the cock have horns on his head?
2. Why did the cock loan his horns without hesitation?
3. What was a pair of cock's beautiful horns asked for?
4. Why did the cock give his horns to the millipede?
5. What should the cock call out if he wanted the horns back?



Title _____

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
THINGS I KNOW 1. 2. 3. 4. 5.		Characters Moral Values Another things I learn:

Ria Hemingway
X1 IPS2



Title <u>Why does the Cock Eat the Millipede?</u>		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARN
THINGS I KNOW 1. <u>have a pair of beautiful horns on his head</u> 2. <u>the dragon asked the millipede to borrow the horns from the cock</u> 3. _____ 4. _____ 5. _____	1. How does the cock put the horns off? 2. Are the cock and the dragon going to fight? 3. How does the millipede bring the horn? 4. Would the cock give the horn? 5. The cock would wake up at dawn and call out, "Give me back my horn." 6. Does the dragon return the horns back to the cock?	1. the cock give the horn without hesitation 2. the cock and the dragon didn't fight because the cock thought that he would have a good conversation with the dragon 3. The cock wake up at dawn and call out, "give me back my horn." 4. The dragon doesn't return the horns back to the cock

Nama : Risti Asih
 No : 26
 kelas : XI IPS 2

Task 3

Find the meanings of the following words based on the context. You may use your dictionary.

- | | | | |
|----------------------|-----------------------|-----------------------|---------------------------------|
| 1. bay (kb) | : <u>kuang</u> | 7. site (kb) | : <u>tempat</u> |
| 2. coast (kb) | : <u>pantai</u> | 8. skyscraper (kb) | : <u>gedung pencakar langit</u> |
| 3. colony (kb) | : <u>kumpulan</u> | 9. state capital (kb) | : <u>ibu kota negara</u> |
| 4. harbour (kb) | : <u>pelabuhan</u> | | |
| 5. metropolitan (kb) | : <u>kota besar</u> | | |
| 6. settlement (kb) | : <u>perkampungan</u> | | |

Task 4

Find the synonym of each word. Underline the correct one.

- | | |
|-------------|--|
| 1. Big | : <u>Large</u> , Narrow, Wide, Small |
| 2. Famous | : <u>Popular</u> , Good, Familiar, Great |
| 3. Numerous | : <u>Various</u> , Precious, Dangerous, Populous |
| 4. Major | : <u>Main</u> , Captain, Minor, Important |
| 5. Near | : Far, Distance, <u>Close</u> , Separated |

LESSON PLAN

School	: SMA N 1 Sewon
Subject	: English
Grade/ Semester	: XI/ 1
Text Type	: Narrative text
Skill	: Reading
Time Allocation	: 2 x 45 menit

A. Standard of Competence:

5. Understanding the meaning of written functional texts and essays in the forms of narrative, narrative, and analytical exposition texts related to surroundings to get knowledge.

B. Basic Competency:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: narrative text.

C. Indicators:

1. Identifying the topic and main idea of a narrative text.
2. Identifying the meaning of difficult words in the narrative text.
3. Finding synonyms and antonyms
4. Identifying the detail information of a narrative text

D. Learning Objective:

At the end of the lesson, students are able to:

1. Identifying the topic and main idea of a narrative text.
2. Identifying the meaning of difficult words in the narrative text.
3. Finding synonyms and antonyms
4. Identifying the detail information of a narrative text

E. Learning Materials

Short functional text in the form of narrative.

Narrative

Social function : to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

1. Language feature of the text :

- Use e.g.
- Use simple past tense (V2) e.g.
-

2. Key vocabulary :

- wolves, thief/thieves, sesame, sack.

3. Text

:

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said. He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali – or the gold. And Ali and his wife lived happily ever after.

Taken from Addison-Wesley Kids 4, 1990

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening (5')

- Greeting

Good afternoon everyone? How are you getting on?/ How's life?

- Checking students' attendance list

Who is absent today?

- Checking students' readiness

Is everybody ready to start

Let's get cracking

- Checking the students' understanding about the previous materials.

Do you still remember what we have learned last week?

Main Teaching Learning Activities

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- Typing the title of the text on the board
- Drawing painting of the KWL chart
- Asking the students to discuss with each other and retrieve their previous knowledge about the subject.
- Asking the students what do they know about the subject in the first column. The teacher can urge the students to answer the questions and brainstorm them by asking some questions such as: *“Tell me something you know about..... What made you think such and such... This idea is associated with another one.”*
- Make the students ask questions about what they want to know about the subject and record these questions in the second column (W). Asks alternative questions to produce ideas.
For example, what do you want to learn about the subject? If the student's answers are nothing, or if they have a problem, so the following question can be asked: *What do you think you learn about the subject that we are going to take?*

W (What I want to Know) stage (Set a Purpose of Reading)

- Asking the students to write what they want to know about the topic.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension) (45')

- Presenting the students a text entitle **“Ali Baba and the Forty Thieves”**.
- Let students read every paragraph silently. In this case, students should read carefully to find the answers for the questions in the second column (W).

c. After reading

- Discussion of the text which has been read - what is in the first and second columns. Asking the students to write what they have learned for the text in the third column (L).
- Asking the students to write any interesting thing they found while reading the text in the third column.
- Discussing the answers which are written in the third column by students
- Asking the students to do comprehension questions.

Closing

- Giving conclusion about the materials that have been learned.
- Discussing the students' difficulties in understanding the materials.

H. Assessment

I. Indicators, technique, form, and example

No.	Indicators	Technique	Form	Example
1.	Menemukan informasi rinci yang terdapat dalam teks <i>narrative</i> .	Tes tulis	Uraian	<ul style="list-style-type: none"> • How long is ? • What is the main idea of the first paragraph?
2.	Mengidentifikasi kosakata terkait teks <i>narrative</i> .	Tes tulis	Uraian	What is meant by...
3.	Mengungkapkan ide terkait topik teks <i>narrative</i> yang akan dibaca.	Tes tulis	Uraian	What do you know about this subject?
4.	Mengungkapkan kembali teks <i>narrative</i> yang telah dibaca.	Tes tulis	Uraian	Rewrite the text in your own words based on the information you get in What I learn column.

I. Sumber Belajar

E-Book Developing Tactics New, E-Book Inter language-Language

APPENDIX I

PHOTOGRAPHS

Photographs



THE PICTURE OF KANGAROO WHICH WAS USED TO HELP THE STUDENTS RECALL THEIR PREVIOUS KNOWLEDGE BEFORE READING



THE STUDENTS LOOKED AT THE PICTURE BEFORE READING.



THE STUDENTS WERE COMPLETING KWL CHART.



ONE OF THE STUDENTS WROTE HER IDEAS IN FRONT OF THE CLASS



THE STUDENT WERE PRESENTING THE RESULT OF THE DISCUSSION



THE STUDENTS WERE PAYING ATTENTION TO THEIR FRIEND.

APPENDIX J

LETTER



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/20-01
 10 Jan 2011

Nomor : 968a/UN.34.12/PP/VII/2012
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

31 Juli 2012

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Students' Reading Comprehension through Know Want Learn (KWL) Technique at Grade XI of SMA Negeri 1 Sanden

Mahasiswa dimaksud adalah :

Nama : EKO YUNIARTI
 NIM : 08202241019
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Agustus – Oktober 2012
 Lokasi Penelitian : SMA Negeri 1 Sanden

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I

 Dr. Widyastuti Purbani, M.A.
 NIP. 19610524 199001 2 001

Tembusan :
 Kepala SMA Negeri 1 Sanden